

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**

**APPLICATION FOR GRANTS**  
**UNDER THE**

**National Resource Centers and Foreign Language and Area Studies Fellowships**

**CFDA # 84.015A**

**PR/Award # P015A180093**

**Grants.gov Tracking#: GRANT12659610**

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180093

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

## Application for Federal Assistance SF-424

\* 1. Type of Submission:

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

\* 2. Type of Application:

- ☒ New  
☐ Continuation  
☐ Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

06/22/2018

4. Applicant Identifier:

N/A

5a. Federal Entity Identifier:

N/A

5b. Federal Award Identifier:

N/A

### State Use Only:

6. Date Received by State:

7. State Application Identifier:

### 8. APPLICANT INFORMATION:

\* a. Legal Name:

UNIVERSITY OF HAWAII

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

99-6000354

\* c. Organizational DUNS:

9650880570000

### d. Address:

\* Street1:

2440 CAMPUS ROAD BOX 368

Street2:

\* City:

HONOLULU

County/Parish:

\* State:

HI: Hawaii

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

96822-2234

### e. Organizational Unit:

Department Name:

Division Name:

### f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

\* First Name:

KATHLEEN

Middle Name:

\* Last Name:

YOSHINAGA

Suffix:

Title:

Organizational Affiliation:

\* Telephone Number:

808-956-4057

Fax Number:

808-956-9081

\* Email:

ors-aorcontact@lists.hawaii.edu

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## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

### \* 10. Name of Federal Agency:

Department of Education

### 11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

### \* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

\* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

### 13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

### 14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

### \* 15. Descriptive Title of Applicant's Project:

National Resource Centers and Foreign Language and Area Studies Fellowship Programs

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**\* a. Applicant \* b. Program/Project 

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**\* a. Start Date: \* b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="2,411,111.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,411,111.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title: \* Telephone Number:  Fax Number: \* Email: \* Signature of Authorized Representative:  \* Date Signed:

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 08/31/2020

Name of Institution/Organization

UNIVERSITY OF HAWAII

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	118,245.00	108,703.00	124,740.00	117,274.00		468,962.00
2. Fringe Benefits	17,543.00	14,247.00	19,314.00	15,421.00		66,525.00
3. Travel	35,215.00	35,515.00	35,315.00	36,015.00		142,060.00
4. Equipment						
5. Supplies	1,500.00	1,500.00	1,500.00	1,500.00		6,000.00
6. Contractual	42,000.00	36,000.00	42,000.00	36,000.00		156,000.00
7. Construction						
8. Other	20,000.00	50,000.00	20,000.00	20,000.00		110,000.00
9. Total Direct Costs (lines 1-8)	234,503.00	245,965.00	242,869.00	226,210.00		949,547.00
10. Indirect Costs*	17,160.00	18,077.00	17,830.00	16,497.00		69,564.00
11. Training Stipends	348,000.00	348,000.00	348,000.00	348,000.00		1,392,000.00
12. Total Costs (lines 9-11)	599,663.00	612,042.00	608,699.00	590,707.00		2,411,111.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/17/2017 To: 06/21/2021 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DEPARTMENT OF HEALTH & HUMAN SERVICES

The Indirect Cost Rate is 32.00 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

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Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
UNIVERSITY OF HAWAII		

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b>	<b>TITLE</b>
Kathleen Yoshinaga	CONTRACTS & GRANTS SPECIALIST
<b>APPLICANT ORGANIZATION</b>	<b>DATE SUBMITTED</b>
UNIVERSITY OF HAWAII	06/22/2018

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# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="UNIVERSITY OF HAWAII"/> * Street 1 <input type="text" value="2440 CAMPUS ROAD BOX 368"/> Street 2 <input type="text"/> * City <input type="text" value="HONOLULU"/> State <input type="text" value="HI: Hawaii"/> Zip <input type="text" value="96822"/> Congressional District, if known: <input type="text" value="HI-001"/>		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>     		
<b>6. * Federal Department/Agency:</b> <input type="text" value="DEPARTMENT OF EDUCATION"/>		<b>7. * Federal Program Name/Description:</b> <input type="text" value="National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr"/> CFDA Number, if applicable: <input type="text" value="84.015"/>
<b>8. Federal Action Number, if known:</b> <input type="text"/>		<b>9. Award Amount, if known:</b> \$ <input type="text"/>
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.  * Signature: <input type="text" value="Kathleen Yoshinaga"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="KATHLEEN"/> Middle Name <input type="text"/> * Last Name <input type="text" value="YOSHINAGA"/> Suffix <input type="text"/> Title: <input type="text" value="CONTRACTS &amp; GRANTS SPECIALIST"/> Telephone No.: <input type="text" value="808-956-4057"/> Date: <input type="text" value="06/22/2018"/>		
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## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

1238-GEPA Section 427.pdf

Add Attachment

Delete Attachment

View Attachment

## GEPA Section 427: Addressing equitable access to educational programs

There is a need to make sure that equitable access is available for all students, teachers, and other program beneficiaries. The purpose for creating this document is to clarify the Center's method to ensure that, in designing our projects, we address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards.

For the 2018-2022 NRC grant proposal, UHM CSEAS has proposed several dynamic and interesting projects, however we consider only one project to be of concern to issues of equity, it is:

### 1. Vietnamese Film Translation and Subtitling

By necessity, translators must be fluent in the native language and advanced in the target language. If there is a concern it's that it's often difficult to be equitable in gender selection for these types of projects. Sometimes we have only males apply, sometimes only females apply. In the case of applications received from both genders, we do our best to include diverse ethnicities and backgrounds on the employment selection committee, adhere to the State of Hawai'i standards for gender equity in hiring, and make our selections based on the applicants with the strongest skill sets related to our project.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

UNIVERSITY OF HAWAII

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:  \* First Name: KATHLEEN Middle Name:   
\* Last Name: YOSHINAGA Suffix:   
\* Title: CONTRACTS & GRANTS SPECIALIST

\* SIGNATURE: Kathleen Yoshinaga

\* DATE: 06/22/2018

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

OMB Number: 1894-0007  
Expiration Date: 09/30/2020

**1. Project Director:**

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Email Address:

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--------------------

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

--

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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## You may now Close the Form

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## ABSTRACT

In 2018-2022 UHM CSEAS will target four priorities that the NRC Program specifies, and couple this work with a robust, well-established outreach component that provides a national model of Southeast Asian educational materials development. Many of our projects have substantial Absolute Priority merit, because we include teacher training in area studies, thematic foci, and language.

**Absolute Priority: Reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs; and encourage government service in areas of national need, as identified by the Secretary, as well as in areas of need in the education, business, and non-profit sectors.**

The University of Hawai‘i has a rich and diverse population that includes a wide range of perspectives emanating from cultures found across the Pacific-Asia. In this grant round, we will work with our College of Education (COE) to develop resource materials drawing on the diversity of the Pacific-Asia region, and make this material available for K-12 educators locally and nationwide. We will support training in developing and presenting SEA resource materials (focused primarily on four disciplines: Art, History, Literature, Political Science) for our instructors in the UH system community colleges; these subjects provide students with the widest and most diverse range of views on the region. Our educational commitment to Southeast Asian studies prepares our students to pursue a wide range of occupations following graduation with a global perspective. Students with a background in regional/area studies in combination with advanced language skills are well prepared to explore the many kinds of job experiences that call for their expertise in the fields of government service, education, business, and non-profit sectors.

**Absolute Priority: Provide for teacher training activities on the languages, area studies, or thematic focus of the Center.**

The Center has supported major Indonesian theatre programming in collaboration with the UHM Asian Theatre Program (ATP) since 2002. In AY 2019/20 Prof. Kirstin Pauka, Director of the UHM Asian Theatre Program, will oversee a production of a Balinese *Wayang>Listrik* shadow



theatre. Over a period of eight months, three master teachers from Bali will conduct intensive training for undergrad and grad students. The students come from a wide range of fields (area studies, theatre/dance/music, anthropology, social science, and languages). Performances will be held over a two-week period and are expected to attract 4,000+ attendees to the UHM Kennedy Theatre. The ongoing, year-round, and highly successful components of the Indonesian theatre productions are the outreach events that reach K-12 schools and public venues throughout Hawai'i.

**Competitive Preference: Work to incorporate international, intercultural, or global dimensions into the curriculum at partner MSIs.**

CSEAS proposes a four-year Kapi'olani Community College (KCC)/UHM CSEAS *Infusing Southeast Asia into the Community College Classroom* project to help full-time KCC (a MSI) faculty incorporate Southeast Asian content into courses that the college's two most common majors require to earn either an AA ("Liberal Arts & Sciences") or AS ("Hospitality/Tourism Management"). Courses in four fields meet general education requirements and will be enhanced through the infusion of Southeast Asian material: History, English (literature), Art, and Religion

**Competitive Preference: Strengthen collaborative activities with teacher education programs.**

Our proposed activities consolidate UH and national strengths in area studies and LCTLs of SEA through developing teacher training for the secondary school level. The UH COE-Curriculum Studies program will partner with the CSEAS to develop teaching modules for teachers focused on a Philippine heritage curriculum at James Campbell High School in Honolulu. The "Pamana" project will enhance and complement current modules that experts from the College of Education have already developed. This will strengthen Philippine language classes in high schools that are working to establish programs for their students, and will encourage other high schools to start culturally relevant language programs using this model.

## Project Narrative File(s)

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Center for Southeast Asian Studies

School of Pacific & Asian Studies  
University of Hawai‘i at Mānoa

A Proposal to

The United States Department of Education

To Fund a

National Resource Center for Southeast Asian Studies  
and  
Foreign Language and Area Studies Fellowships

2018-2022

Submitted  
25 June 2018

## **ABSTRACT**

The University of Hawai‘i at Mānoa (UHM) is a state land-grant and minority-serving institution (MSI) located in Honolulu, a city with a metropolitan population of more than one million spread out across the island of O‘ahu. UHM is unique in American higher education as a flagship university which is also the state’s land-grant university. It is a world-class international research university in an urban setting, and an indigenous-serving institution with one of the most diverse student bodies in the world, including a strong and growing ethnic Hawaiian student population.

UHM’s special distinction derives from its strategic geographic location at the crosscurrents of the Pacific and Asia. In the University’s strategic plan extending to 2022, the institution’s focus on the Pacific and Asia is underlined by its acknowledgement “that it is a region of critical importance to our state and the nation.” This special relationship fosters unique opportunities for the study of tropical agriculture, tropical medicine, marine sciences, astronomy, volcanology, botany, comparative philosophy, education, languages, urban planning, disaster management, tourism, cultural studies, performing arts, and international business and law: all with a strong focus on the Pacific and Asia.

The Center for Southeast Asian Studies (CSEAS), coordinating unit for many of the University’s Southeast Asia (SEA) related programs, is housed within the School of Pacific & Asian Studies (SPAS) along with its sister centers concentrating on East Asia, South Asia, and Pacific Island Studies. CSEAS directs a portion of its resources to developing SEA modules for survey courses taught at the UH system community college level (MSIs). Its SEA outreach programs provide faculty, students, and the community with a broad selection of culture, arts, and language interaction. The Center manages a large social media presence with access points to SEA programs through Facebook, Twitter, and a popular digital newsletter that reaches more

than 1,000 subscribers each week. The newly revamped CSEAS website has attracted more than 350,000 unique visitors since its initial launch in 2009. In the past ten years, CSEAS has taken a leadership role in developing and disseminating online resources related to the study of Southeast Asia, turning a once challenging geographic location into a comparative advantage in the digital age.

UHM regularly offers a wide range of courses related to SEA. Most are in the social sciences and the humanities, but the arts are also well represented. In addition, courses are currently offered in business, urban planning/disaster management, and law. Of the non-language courses with clear country foci, the Philippines and Indonesia have the broadest coverage; interest in Thailand, Viet Nam, Cambodia, and Myanmar is steadily increasing. UHM students may be awarded BA and MA degrees in Southeast Asian studies and PhD degrees with a SEA concentration in one of the University's many disciplines. To sustain one of the largest SEA programs in the US, more than 50 professors and lecturers teach over 200 courses with 25% or more SEA content each year.

One of UHM's curriculum strengths is the opportunity to learn Southeast Asian languages. Since 1965, UHM has offered classes to the 4<sup>th</sup> year level in six languages: Indonesian, Ilokano, Khmer, Tagalog, Thai, and Vietnamese. Burmese, Lao, and Malay have also been taught previously when needed. The University has held a continuous National Foreign Language Resource Center (NFLRC) status since 1990.

The UHM library supports one of the largest collections of SEA materials in the world. Many of these resources are now also available digitally, which has contributed to the continued expansion of SEA holdings. CSEAS continues to support a growing SEA film studies program and has contributed more than 750 DVD feature films from SEA (with English subtitles) to the

University's moving image library collection, making this collection one of the largest in the United States.

The CSEAS outreach program oversees conferences, public lectures, and well-attended theatrical and music/dance performances each year. Since the early 2000s, the outreach program has emphasized mentoring teachers and K-12 students from local public schools, and shared resources with minority-serving colleges and universities seeking to add a Southeast Asia component to their world studies offerings. CSEAS, the University's Office of International Affairs, the University Research Council, and the Graduate Student Organization all provide support to faculty and students reading SEA-content papers at professional meetings and conducting research. UHM enjoys student and faculty exchange agreements with universities and technical institutes in five SEA countries (Cambodia, Indonesia, Philippines, Singapore, and Thailand); international agreements outside SEA have also been established with prominent SEA programs in The Netherlands, Japan, France, and Great Britain.

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## Acronyms

ACTFL	American Council on the Teaching of Foreign Languages
ALIC	Asian Law & Integration Center
AO	Assessment Office
APCSS	Asia Pacific Center for Security Studies
APDM	Apparel, Product Design & Merchandising
ARCAS	Association of Regional Centers for Asian Studies
AS	Asian Studies
ASEAN	Association of Southeast Asian Nations
ASP	Asian Studies Program
AST	Advanced Study of Thai
ATP	Asian Theatre Program
AY	Academic Year
BusAd	Business Administration
CAPSEA	Cooperative Acquisitions Program Southeast Asia
CBA	College of Business Administration
CC	Community College
CEFR	Common European Framework of References for Languages
CIBER	Center for International Business and Research
CLT	Center for Language & Technology
COE	College of Education
CORMOSEA	Committee on Research Materials on Southeast Asia
COTI	Consortium of Teachers of Indonesian
COTSEAL	Consortium of Teachers of Southeast Asian Languages
CRCS	Center for Religious and Cross-cultural Studies
CRL	Center for Research Libraries
CSEAS	Center for Southeast Asian Studies
CTAHR	College of Tropical Agriculture and Human Resources
CTE	Center for Teaching Excellence
DLI	Defense Language Institute
EWC	East-West-Center
ExCom	CSEAS Executive Committee
FAO	Foreign Area Officer
F-H	Fulbright-Hayes
FAFSA	Free Application for Federal Student Aid
FLAS	Foreign Language and Area Studies Fellowship
FLTA	Foreign Language Teaching Assistant
FTE	Full Time Employment
FY	Fiscal Year
GA	Graduate Assistant
GPA	Group Programs Abroad
GSA	Graduate Student Advisor
HSB	Hanoi School of Business
ILL	Inter-Library Loan
ILR	Interagency Language Roundtable
INALCO	National Institute of Oriental Languages and Civilizations
IPLL	Indo-Pacific Languages and Literature

IRIS	Integrated Risk Information System
ISI	Institute Seni Indonesia
HBCU	Historically Black Colleges and Universities
HSB	Hanoi School of Business
KCC	Kapi‘olani Community College
LCTL	Less Commonly Taught Languages
LIS	Library Information Services
LOMAP	Lower Mekong Archaeological Project
LSP	Liberal Studies Program
MSI	Minority Serving Institution
NFLRC	National Foreign Language Resource Center
NSF	National Science Foundation
NUS	National University of Singapore
OPI	Oral Proficiency Interview
ORS	Office of Research Services
p.a.	Per Annum
PAAC	Pacific and Asian Affairs Council
PACE	Pacific Asian Center for Entrepreneurship
PACIBER	Pacific Asian Consortium for Intl. Business Education and Research
PALS	Pacific Asian Legal Studies Program
PAMI	Pacific Asian Management Institute
PBL	Performance-Based Learning
PBLL	Project-Based Language Learning
SCOB	Shidler College of Business
SEA	Southeast Asia(n)
SEALS	Southeast Asia Linguistics Society
SEAM	Southeast Asia Microform Project
SEAS	Southeast Asian Studies
SEASSI	Southeast Asian Studies Summer Institute
SEAWEST	Southeast Asia Consortium-West
SLO	Student Learning Outcome
SLS	Second Language Studies
SPAS	School of Pacific and Asian Studies
SSC	Student Services Coordinator
TIM	Travel Industry and Management
UGM	Gadjah Mada University, Indonesia
UH	University of Hawai‘i
UHM	University of Hawai‘i at Mānoa
URC	University Research Council
US/ED	U.S. Department of Education
VEMBA	Viet Nam Executive MBA
VFI	Vietnamese Film Institute
WWCC	Windward Community College

## **A. Program Planning and Budget**

### **A.1. Relation of focus points to purposes of NRC program / In 2018-2022 UHM CSEAS**

will target four priorities that the NRC Program specifies, and couple this work with a robust, well-established outreach component that provides a national model of Southeast Asian educational materials development. Project examples showcased in this section are not solely designed to meet US/ED priorities. Many of our proposed projects also have substantial Absolute Priority merit, because we include teacher training in area studies, thematic foci, and language.

**A.2. Cost reasonableness in relation to program objectives /** Proposed programs are reasonable and in keeping with the overall goals. Overall responsibility for administering all items listed in the budget, including conferences, courses, and the supervision of faculty rest with the CSEAS director and executive committee, acting with advice from the SPAS fiscal officers. The SPAS fiscal officers and the UH's Office of Research Services (ORS) have approved all budget items. Salaries are in compliance with union and university rules and purchases are budgeted at confirmed levels.

**A.3. Long-term impact on UH's programs /** Having taken the lead among SEA NRCs in developing a long-term web and social media presence—extending Hawai'i's SEA resources to a global reach—this four-year program cycle will have a long-term impact on UH programs. It affirms and extends existing UH strengths in teaching and research on SEA; develops partnerships with UHM departments, UH system CCs, and local high schools that engage students who might not otherwise be exposed to SEA; forges strong links between UH and other institutions, including MSIs, developing an interest in SEA studies; continues international collaboration with partner institutions in SEA; and expands community and national access to CSEAS educational activities, especially in training teachers in regions with little or no access to SEA resources. This is what we envision as the next stage in our development, as our abundant human resources on SEA

overcome our state's geographic separation to become a truly national resource center with all the reciprocal impacts this will have on Hawai'i itself.

#### **A.4 Development timeline of proposed activities' contribution to a strengthened program**

We propose to initiate new projects while continuing to build on the successes of past award- cycle projects, each of which have been designed toward our end goal: developing accessible and sustainable resources on and about SEA for the educational betterment of all Americans. We produce measurable outcomes by taking full advantage of technology on the resource development side and the increased capabilities of the end-user when engaging with online materials on the user side, making the Internet our vehicle of choice for educational outreach materials development and distribution. Headings A.5. through A.22-b. below summarize our Absolute and Competitive Preference Priorities (including the outcomes to be produced), provide a budget request, and refer to their PMFs. All of these projects are cross-indexed on the Budget attachment for ease of reference.

#### **A.5. Absolute Priority 1**

##### **A.5-a. Applications that provide an explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs**

The University of Hawai'i has a rich and diverse population that includes a wide range of perspectives emanating from cultures found across the Pacific-Asia region (see Appendix 5 A. Diversity). In this grant round, we will work with our College of Education (COE) to develop resource materials drawing on the diversity of the Pacific-Asia region, and make this material available for K-12 educators locally and nationwide. We will support training in developing and presenting SEA resource materials (focused primarily on four disciplines: Art, History, Literature, Political Science) for our instructors in the UH system community colleges; these subjects provide

students with the widest and most diverse range of views on the region. We will further deepen our international linkages with Vietnam as we work together to translate and subtitle a catalog of that country's most important films spanning more than fifty years of cinematic history. Our Tagalog language animation film modules are popular for their coverage of language and culture of the Philippines, and open up new dialogues with our large Filipino community. In both cases, film is a tremendous educational resource and a powerful community outreach asset that serves to broaden perspectives on a wide range of topics related to Southeast Asia for those with little or no knowledge of the region.

**A.5-b. Applications that provide a description of how the applicant will encourage government service in areas of national need, as identified by the Secretary, as well as in areas of need in the education, business, and non-profit sectors.**

Our educational commitment to Southeast Asian studies prepares our students to pursue a wide range of occupations following graduation with a global perspective. Students with a background in regional/area studies in combination with advanced language skills are well prepared to explore the many kinds of job experiences that call for their expertise in the fields of government service, education, business, and non-profit sectors. Positions such as court translators, immigration specialists, US foreign service, public school teachers and counselors, military service, cultural affairs professionals, and small business owners are just a few examples of the positions our graduates have entered following their time with us.

#### **A.6. Absolute Priority 2**

**Applications that provide for teacher training activities on the languages, area studies, or thematic focus of the Center.**

**Balinese Arts Outreach:** The Center has supported major Indonesian theatre programming in collaboration with the UHM Asian Theatre Program (ATP) since 2002. The most recent program in 2016 also featured additional major outreach components on Balinese performing arts that serviced local K-12 schools throughout the State of Hawai'i, many of them in underserved communities. Between March 2015 and June 2018 the ongoing outreach program reached more than 3400 students and 256 teachers from 36 Hawai'i schools (see Appendix 5 B. Balinese Outreach). These programs included lecture demonstrations; dance, puppetry and music performances; and hands-on workshops and classes with master artists from Bali. Teachers at the schools were provided with lecture and resource guide books, teaching modules, and online resources to assist them in introducing their students to Indonesia. For 2018-22 we plan to expand the reach of this program to additional schools and communities throughout Hawai'i and to make relevant resources available online to teachers nationwide.

#### **A.7. Competitive Preference Priority 1**

**Work to incorporate international, intercultural, or global dimensions into the curriculum at partner MSIs.**

CSEAS proposes a four-year Kapi'olani Community College (KCC)/UHM CSEAS *Infusing Southeast Asia into the Community College Classroom* project to help full-time KCC (a MSI) faculty incorporate Southeast Asian content into courses that the college's two most common majors require to earn either an AA ("Liberal Arts & Sciences") or AS ("Hospitality and Tourism Management") degrees. Courses in three fields fulfill general education requirements and will be

enhanced through the infusion of Southeast Asian material: History, English (literature), Art, and Religion (see Appendix 5 C. KCC Support Letter).

#### **A.8. Competitive Preference Priority 2**

##### **Strengthen collaborative activities with teacher education programs.**

Our proposed activities consolidate UH and national strengths in area studies and LCTLs of SEA through developing teacher training for the secondary school level. The UH COE-Curriculum Studies program will partner with the CSEAS to develop teaching modules for teachers focused on a Philippine heritage curriculum at James Campbell High School in Honolulu. The "Pamana" project will enhance and complement current modules that experts from the College of Education have already developed. This will strengthen Philippine language classes in high schools that are working to establish programs for their students, and will encourage other high schools to start culturally relevant language programs using this model (see Appendix 5 D. COE Support Letter).

##### **Proposed Projects with Budget Line**

#### **A.9. Absolute Priority 1 / Please see summary A.5., page 2.**

##### **Project budget 2018-22 (No budget for this Absolute Priority)**

#### **A.10. Absolute Priority 2**

**A.10-a. Balinese *Wayang Listrik* Shadow Theatre Production** In each of the last six SEANRC cycles, CSEAS has sponsored training and performances in Indonesian performing arts as a cornerstone of the Center's Outreach programming. The productions were enthusiastically received by the public and have promoted further community interest in and appreciation of SEAN arts. UH students train under traditional masters from SEA, using the language of the region rather than English as the primary medium of instruction. In AY 2019/20 Prof. Kirstin Pauka (Appendix 2), Director of the UHM Asian Theatre Program, will oversee a production of a Balinese *Wayang Listrik* shadow theatre. Over a period of eight months, three master teachers from Bali will



conduct intensive training for undergrad and grad students. The students come from a wide range of fields (area studies, theatre/dance/music, anthropology, social science, and languages).

Performances will be held over a two-week period and are expected to attract 4,000+ attendees to the UHM Kennedy Theatre. (The total budget for this major project is \$175,000, of which the Center is slated to contribute \$30,000 towards production expenses).

**Project budget for 2019 (\$30,000)**

**A.10-b. Balinese Arts K-12 Outreach** / The ongoing, year-round, and highly successful components of the Indonesian theatre productions are the outreach events that reach K-12 schools and public venues throughout Hawai'i. As has been the practice with past performance projects, professionally produced educational materials on performing arts suitable for teaching, along with streaming video of Balinese performing arts training will be hosted on the CSEAS website. These outreach activities will be expanded in the next grant cycle, thanks to the recent acquisition of a mobile *gamelan* set that can be taken into local schools. Funding for this outreach component covers the costs of an outreach team of teaching artists traveling to select schools and education centers to conduct workshops, residencies, teacher training, and for the creation of K-12 teacher resource materials (see Appendix 5 E. Teacher Resource Guide).

**Project budget for 2018/19/20/21 (\$10,000/\$10,000/\$10,000/\$10,000)**

**A.10-c. Balinese Arts Outreach - Gamelan & Dance Training** / In order to provide the K-12 Balinese Arts outreach programming to Hawai'i schools (A.10-b), the Center provides year-round training of the outreach team by master artist Made Widana who teaches Balinese gamelan and dance. The budget item here covers Year 1, 3, and 4. In year 2 Widana's fee is included in the overall Wayang Listrik budget (A.10-a).

**Project budget for 2018/20/21 (\$6,000/\$6,000/\$6,000)**

## **A.11. Competitive Preference Priority 1**

**A.11-a. CSEAS proposes a four-year KCC/UHM CSEAS *Infusing Southeast Asia into the Community College Classroom* project** / This program is designed to help full-time KCC (a MSI) faculty incorporate Southeast Asian content into courses that the college's two most common majors require to earn either an AA ("Liberal Arts & Sciences") or AS ("Hospitality and Tourism Management") degrees. Courses in three fields fulfill general education requirements and could be enhanced through the infusion of Southeast Asian material: History, English (literature), Art, and Religion. We will expand the field coverage as needed to include CC faculty members whose courses reach the broadest range of community college students.

**Project budget for 2018/19/20/21 (\$5,125/\$5,125/\$5,125/\$5,125)**

### **A.11-b. Infusing SEA Travel-to-SEA program: 1 KCC full-time faculty/year x 4 years.**

Faculty will come from the humanities (History, English, Religion) and/or social sciences (Anthropology, Political Science, Geography, Psychology, Sociology, Economics). The KCC faculty member will travel to SEA to meet with prearranged experts (most with direct UHM connections) in their discipline to solidify course materials and collect new resources for use in the classroom.

**Project budget for 2018/19/20/21 (\$6,500/\$6,500/\$6,500/\$6,500)**

### **A.11-c. A UH/CC-wide Infusing SEA Conference in Year 4 hosted by Kapi'olani**

**Community College** / Intended to reach faculty throughout the state's CC system, this conference will include speakers who participated in Years 1-3 of the trip and also SEA-focused faculty from UHM and KCC. We will develop the conference in close consultation with our KCC faculty colleagues to ensure that the conference content covers topics that CC faculty routinely teach: from a SEA viewpoint.

**Project budget for 2022 (Cost covered by host KCC)**

**A.11-d. Enhancement of the KCC Asian Studies and International Studies academic subject certificates by developing an online ASAN 202 course** Will be accessible for KCC students and for other CCs with interest in offering their students a introductory level course on SEA; and building academic subject certificate web pages to facilitate the transition from KCC/other Hawai'i CCs to a 4-year university like UHM.

**Project budget for 2018-19 (See A.14. p. 9, budget for Online Course Development)**

**A.12. Competitive Preference Priority 2**

**A.12-a. CSEAS-COE-Campbell HS Philippines Cultural Heritage Teaching Modules**

This grant application seeks to consolidate UH and national strengths in area studies and LCTLs of SEA through the development of teacher training at the secondary school level. The UH COE-Curriculum Studies program will partner with the CSEAS to develop teaching modules for teachers and students focused on a Philippine heritage curriculum at James Campbell High School in Honolulu. The "Pamana" project will enhance and complement current modules that experts from the College of Education have already developed. This will strengthen Philippine language classes in high schools that are working to establish programs for their students, and will encourage other high schools to start culturally relevant language programs using this model.

**Project budget for 2018/19/20/21 (\$9,058/\$8437/\$8502/\$10,108)**

**A.12-b. CSEAS-COE-Campbell HS Philippines Cultural Heritage Teaching Modules**

**Supplies** Support for materials acquisition for development of project teacher guides.

**Project budget for 2018/19/20/21 (\$1,500/\$1,500/\$1,500/\$1,500)**

**A.13. Developing Outreach Resource Materials** / Each of our educational initiatives is designed to produce resource materials. Participants will be create digital resource materials for the following: the KCC/UHM CSEAS project on *Infusing Southeast Asia into the Community College Curriculum* will develop thematic modules to help full-time KCC faculty incorporate

Southeast Asian content into required courses. The CSEAS/COE-Curriculum Studies project develops teaching modules for high school teachers and students focused on a Philippine Heritage curriculum. Additional deliverables come from the Explorations Graduate Journal; the Tagalog animation film language series; Balinese Wayang Listrik (K-12 outreach); subtitled Vietnamese film; the ASAN 481 Cinema of SEA course popular with senior citizens. Much of these outreach materials appear on or are scheduled to be posted on the CSEAS website. Our key CSEAS support staff for this effort are the three GA positions whose technical skills help our NRC SEA to successfully move into the digital age. As the primary focus of what CSEAS does every day, each of the proposed 2018-2022 projects described below involves outreach efforts and produces concrete deliverables that advance SEA studies: at the local, national and global levels.

#### **A.14. Development of a Series of SEA Online Courses for Non-Traditional Education**

**Markets** / Changing pedagogical trends at the college level include a rise in online instruction, which enables a wider range of students to complete their academic training than conventional classroom-based learning. Accordingly, we look forward to building new (and more versatile) teaching products by developing an online, high-caliber Southeast Asia content courses that can be taught at UH and our community colleges, but also as modules for new market sectors. As one example, we have been approached by the military to build a hybrid offering of Asia-Pacific courses as the mainstay for military online education for soldiers and their families living on bases around the world. Each year in the grant cycle we will work with our COE's Distance Course Design & Consulting (DCDC) department to develop a core set of SEA courses that will serve to provide distance learning opportunities for non-traditional education markets. These courses will build the foundation for larger and more extensive online course offerings over time.

**Project budget for 2018/19/20/21 (\$30,000/\$30,000/\$30,000/\$30,000)**

**A.14-a. Online Course Development Faculty Release Time** / Support for faculty participating in online course development over the length of a semester each year.

**Project budget for 2018/19/20/21 (\$11,138/\$11,568/\$11,956/\$12,305)**

**A.15. Explorations: A Graduate Student Journal of Southeast Asian Studies**

The only graduate student published journal of its kind in the U.S., *Explorations* offers a forum for students to present disciplinary and interdisciplinary research on a broad range of issues relating to the region that today constitutes Southeast Asia. The 2014-18 NRC grant cycle saw the publication of Volumes 12, 13, and 14. Each of these is available as a downloadable pdf file from the CSEAS website, and is also available in the UHM digital library repository ScholarSpace, where back volumes of *Explorations* have been downloaded thousands of times over the past 20 years.

**Project budget for 2018/19/20/21 (\$8,758/\$9,136/\$9,515/\$9,893)**

**A.16. Tagalog Animation Film Language Series** / A continuing project from our 2014-18 NRC grant, this popular project addresses the need for authentic and culturally appropriate teaching materials for Philippine language and literature. This is a materials development project on traditional folktales of indigenous peoples from the northern Philippines. Five folk stories will be animated with Tagalog language and English subtitles. These short animated films (along with their teacher guides) will continue to be made available for streaming through the CSEAS website. The materials are currently used for Philippine language and literature courses at UHM and for K-12 teachers interested in developing their own teaching materials using the streamed media.

**Project budget for 2018/19/20/21 (\$5,125/\$5,125/\$5,125/\$5,125)**

**A.16-a. Tagalog Animation Film Language Series Teacher Guides**

Support for materials acquisition for development of project teacher guides.

**Project budget for 2018/19/20/21 (\$2,100/\$2,100/\$2,100/)**

### **A.17. Vietnamese Film Translation and Subtitling Web Resources Development**

This project continues our long collaboration with the Viet Nam Film Institute (VFI), Hanoi (since 2007). Since 2010, CSEAS has translated and subtitled more than 40 important Vietnamese feature films, which have been used in classrooms and outreach screenings. In this next phase, the VFI will select 20 important and seldom seen films by women directors reflecting a range of themes and topics. CSEAS will translate and create subtitles for the films and assist in the digitization of the 35mm films. The VFI will create film metadata providing value-added educational materials relevant to Vietnamese film streaming. These digitized and subtitled films, will be streamed from a hosted website for educators and library collection specialists by the end of Grant Year 4.

**Project budget for 2018/2020(\$6,000/\$6,000)**

**A.18. ASAN 481 Cinema of SEA** / Great interest exists in Asian cinema among online reviewers, film festival programmers, film scholars, and the public, but most attention has been paid to East and South Asian films. It is because of this narrow view of Asian cinema that there is a compelling need to focus on the cinema and films of SEA. ASAN 481 adds to the depth of course offerings at UHM and strengthens the UH SEAn film program. The course has proven to be extremely popular with senior citizens in the UH *Nā Kūpuna* program at UHM. This program allows Hawai'i residents aged 60 years or older to attend courses that are offered at UHM free of charge. More than 20 seniors took the course offered twice over the past four years.

**Project budget for 2018/2020 (\$10,000/\$10,000)**

### **A.19. Support for the Library**

**A.19-a. Library Materials Acquisition** / This is the lifeblood of a university, and with UH SEA library personnel [3 FTE positions] supported at \$182,168 per annum and in view of the ever-rising costs of electronic acquisitions, we wish to budget funds for special collection purchases.

**Project budget for 2018/19/20/21 (\$20,000/ \$20,000/ \$20,000/ \$20,000)**

**A.19-b. Library Collection Student Assistant** / In support of our SEA Collection librarian, we request funding assistance for an undergrad library assistant to work on cataloging, translation of vernacular materials, acquisitions, and related tasks.

**Project budget for 2018/19/20/21 (\$4,271/\$4,416/\$4,579/\$4,742)**

**A.19-c. Digitization of SEA Maps UH Library** / The UH library has an extensive collection of maps on Southeast Asia. Currently, the only method of access to these maps is by physically viewing them in the Map Collection Room. This project will create digital copies of the maps with unrestricted access for faculty, students, and community patrons across the country.

**Project budget for 2019/21 (\$5,600/\$5,750)**

## **A.20. Institutional Support**

**A.20-a. Institutional Support - Graduate Assistants** / We request funding for three GAs each year to assist the associate director (the only FT staff member in CSEAS) in developing and managing the complex CSEAS web and social media resources and completing the Center's principal projects, outreach efforts, and report submissions. These students are indispensable in overseeing a myriad of technical, program development, and office related tasks.

**Project budget for 2018/19/20/21 (3 GAs: \$67,878/\$70,581/\$73,407/\$76,353)**

**A.21. Travel** / Hawai'i faces a unique challenge since all long distance travel is by air, making it both expensive and time consuming. With limited budgets in mind, we have tried to be frugal with this category. We have limited air travel to either the director or associate director/outreach coordinator to professional meetings (but not both), and proposed librarian travel and outreach site visits on alternating years.

**A.21-a. CSEAS Travel**

**A.21-b. Director or associate director to attend the annual meeting of the Association for Asian Studies (AAS)** (location changes each year)

**Project budget for 2018/19/20/21 (\$3,125/\$3,175/\$3,025/\$3,275)**

**A.21-c. Director to attend meetings of NRC/FLAS directors** (Washington DC)

**Project budget for 2018/19/20/21 (\$3,065/\$3,115/\$3,165/\$3,215)**

**A.21-d. Outreach Coordinator to Southeast Asia** / Support for the CSEAS outreach coordinator travel twice in the four-year grant cycle to meet with NRC project partners, do FLAS language program site visits, identify and develop future projects, collect outreach materials, and purchase films for community screenings and library collection.

**Project budget for 2019/21 (\$7,725/\$7,925)**

**A.21-e. Librarian Acquisition Travel to Southeast Asia** / Support for the SEA collection librarian to do a SEA acquisition trip twice in the four-year grant cycle to continue to build one of the country's strongest SEA university library collections.

**Project budget for 2018/20 (\$7,525/\$7,525)**

**A.21-f. Faculty Travel to Professional Meetings** / We request funding to support the travel of new or junior faculty and language lecturers who are presenting papers/leading workshops/serving in a major organization leadership position. Selection is made through a competitive, biannual application process vetted by CSEAS.

**Project budget for 2018/19/20/21 (\$5,000/\$5,000/\$5,000/\$5,000)**

**A.22. Support for Southeast Asian Languages**

**A.22-a. Support for Lao Language Course at the Southeast Asian Summer Studies Institute (SEASSI)** / Currently the Lao language is not taught at any U.S. university. With a large population of Lao language speakers living in the U.S., a consortium of schools support the



establishment of a Lao language course at the summer SEASSI intensive language program at the University of Wisconsin. This request supplements the contributions of the other consortium members to create a Lao language course offering.

**Project budget for 2018/19/20/21 (\$1,000/\$1,000/\$1,000/ \$1,000)**

**A.22-b. Southeast Asia Linguistics Society (SEALS) Conference** / This prestigious conference brings together SEA linguists, language teachers, sociologists, anthropologists, educators and others, from across the globe. It involves research on underrepresented languages of SEA, and provides an opportunity for the exchange of techniques and materials for teaching less-commonly-taught SEAn languages. This conference is jointly sponsored by the UH Department of Linguistics, the Department of Indo-Pacific Languages and Literature, the Department of East Asian Languages and Literature, The UHM National Foreign Language Resource Center, and the University of Hawai'i at Hilo.

**Project budget for 2020 (\$6,000)**

**B. Quality of Staff Resources**

**B.1. Qualifications of SEA faculty and staff** / Appendix 2 provides brief CV data of UHM faculty teaching one or more courses with at least 25% SEA content. It demonstrates their innovative research programs, teaching expertise, and their national and international status. A few examples of the breadth and range of SEA specialists and their contributions to research and teaching about SEA would include:

- Incoming CSEAS director Dr. Miriam Stark (Anthropology/Archeology) began co-directing field-based archaeological research in southern Cambodia since 1996, and now works on three Cambodia-based archaeological projects. She makes her archaeological research accessible to academic and non-academic audiences through conventional classroom teaching and public

lectures, K-12 curricular materials, and citizen-scientist field research opportunities through her 2018-2020 Earthwatch program (*Unearthing the Ancient Secrets of Angkor*).

- Dr. Ingelia White (Botany and Microbiology at Windward CC) was awarded the 2017 North American Colleges and Teachers of Agriculture Educator Award for her work on Southeast Asian tropical plants for use in agripharmacy.
- Professors Barbara (AS) and Leonard Andaya (History) engage in research, teaching, and writing that reaches academic and non-academic audiences. They completed the 3<sup>rd</sup> edition of their book *A History of Malaysia* at the end of 2017.
- Thai language professor Dr. Yui Hoonchamlong completed her *Online Interactive Multimedia E-book with Audio for Thai Language and Culture* (Book 1 & 2) in 2017.

While dedicated to improving the learning and teaching of all languages, the UHM NFLRC has distinguished itself in its focus on the LCTL of Asia and the Pacific. The UHM NFLRC, is the oldest of fifteen US/ED-funded CLT. J.D. Brown, SLS: language testing and curriculum development directs the pedagogy development for the NFLRC. CSEAS intends to support the prestigious South East Asian Linguistics Society (SEALS) Conference (May 2020) in this grant cycle. UHM is a leader in the study of undocumented and under-documented Southeast Asian languages. The variety of languages and language families in Southeast Asia provide a rich source of data, and connections created at SEALS conferences have resulted in many opportunities for deeper study. Describing these languages and establishing relationships within SEA language families contributes important insights to the anthropology and history of the region.

**B.2. Professional Development** / UHM faculty take sabbatical leave for professional improvement every seven years. Despite severe budget restraints, the UHM Research Foundation and other UH research grants still fund SEA faculty attendance and presentations at conferences and other professional development opportunities. Contract language instructors can now apply

for travel funds, and SEAn language instructors regularly attend language conferences/workshops over the course of an academic year. CSEAS also works to facilitate faculty research and teaching overseas, encouraging cross-campus links to coordinate academic activities on areas with a strong presence of UHM faculty, alumni, and students, such as Indonesia, the Philippines, Thailand, and Viet Nam. Current faculty professional development is listed in the attached profile section (Appendix 2 Faculty Profiles), with only a few faculty mentioned here to highlight examples.

**B.3. Teaching, Supervising and Advising and Students** / Appendix 2 includes the percentage of time a faculty member gives to the teaching of and research about SEA. Because SEA is represented in so many departments, most SEA faculty serve on MA and PhD committees and as advisors to graduate and undergraduate students working on SEA topics, often in cooperation with ASP faculty. The ASP has full-time student advisors at the undergraduate and graduate levels. The graduate ASP advisor, Pattie Dunn, also provides additional teaching and service linked to SEA by leading workshops on Javanese dance and as a performing member of the Javanese gamelan at UHM.

**B.4. Adequacy of Center Staffing and Oversight** / The incoming CSEAS director, Miriam Stark, has taught at UH in Anthropology for 23 years and brings strong credentials in the archaeology and ethnography of the Philippines, Thailand, and Cambodia. Paul Rausch has served as the Center's associate director since January 2004 and has widely traveled throughout SEA. He has an MA in SEAS and was trained in the Indonesian language. He also administers the Center's outreach activities, which includes the SEA film program and managing the development of the Center's web and social media presence. UHM funds both of these positions (.5 director, 1.0 FTE associate director). The program also employs three GAs, each bringing a unique disciplinary background to daily activities in the Center. The CSEAS director selection is based on an election with votes of the campus-wide SEA faculty every 4 years as mandated in the Center's By-Laws.

The director appoints the members of CSEAS's Executive Committee (ExCom) drawn from departments, the library, and professional schools. In Spring 2018, the ExCom consisted of P. Arboleda (IPLL), W. Chapman (Historical Preservation), E. Kimura (PoliSci), K. Pauka (CSEAS Director), J. Overton (Director, Honda Intl Center, KCC), R. Paseng (Library), P. Rausch (CSEAS), M. Stark (Arch.), and B. Szuster (Geog.). The ExCom also helps with allocations of CSEAS travel awards, with FLAS fellowships, and with the AS SEA curriculum, while maintaining relations with important UHM units and the EWC. A weekly e-newsletter provides information to faculty members about upcoming local, state, national, and international SEA activities, along with funding and professional development opportunities, etc.

**B.5. Nondiscriminatory Practices** / Statistical data for 2017 indicates that at UHM, a federally designated MSI, approximately 78% of all student enrollees are racial minorities and 56.2% are women. All positions within CSEAS are advertised, and minorities, women, persons with disabilities, and the elderly are encouraged to apply. In the State of Hawai'i there is no racial majority, and the pool of candidates for positions thus represents a wide variety of the populace. It is UHM's policy to provide equity in higher education, both in the educational mission and as an employer. UHM is committed to comply with all State and Federal statutes, rules, and regulations, which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, income assignment for child support, arrest and court record (except as permissible under State law), sexual orientation, national guard absence, or veteran status. This policy covers admission and access to, and participation, treatment and employment in the university's programs and activities.

Discriminatory harassment, including sexual harassment, is prohibited. UH promotes a full realization of equal opportunity through a positive, continuing program of nondiscrimination and

affirmative action. The Kokua (Help) program provides academic and other types of assistance to students with special physical, mental, or learning needs. Each semester, students with these needs enroll in courses involving CSEAS faculty. The Senior Citizen Visitor Program/*Nā Kūpuna* provides tuition waivers to students aged over 60 years.

## **C. Impact & Evaluation**

**C.1. Impacts on University, Community, Region & Nation** / CSEAS has a high profile on campus. It has negotiated new faculty positions (particularly in the SEAn languages), raised the SEA focus in the professional schools (through collaborative projects/outreach) and the CCs (creating courses and providing SEA experts for teacher training), and is a leader in outreach activities that bring SEAn humanities into the wider Hawai‘i community. FLAS fellowships are prestigious and competitive with 76 students earning AY and summer fellowships to study advanced SEAn languages over the past four years (2014-18). These fellowships engage other departments that are often willing to find additional funding in the form of tuition waivers to support their students. SEA-related events announced through CSEAS’ weekly e-newsletter reach more than 1000 subscribers in 45 states. CSEAS recruits Foreign Area Officers (FAO-Defense Language Institute) each year to enter the UHM MA program in SEAn Studies. After their graduation, these Army officers typically go on to attaché postings at U.S. embassies in SEA. Faculty have said the FAOs bring unique perspectives and valuable boots-on-the-ground experience to the classroom.

**C.2. Enrollments** / In AY 2017-18, 3,166 students were enrolled in 212 courses with SEA content (65 language/147 across all disciplines) taught by approximately 50 faculty members. 623 undergraduates enrolled in SEA language courses and 2,629 enrolled in SEA-content courses. 43 graduate students enrolled in SEA language courses and 537 (including the professional schools) enrolled in the SEA content courses (see Appendix 3 Course List).

**C.3. New Graduate Placement Data** / From 2014-17 (data for 2018 not yet available), 65 BAs were awarded to students with either a major or minor in SEA; 25 SEA students earned MA degrees; 23 students earned their PhDs while writing SEA-focused dissertations. Of all the graduating students that were trackable over this same period, 65 BAs went into fields such as elementary/secondary education, graduate studies, private sector work, and state/local government. 25 MAs went into elementary/secondary education, graduate studies, US military service, private sector work, and state/local government. 23 PhDs went into higher education, international organizations, and the private sector (see Appendix 5 F. Student Placement).

**C.4. Impact on Community & Region** / UHM's SEA outreach program has made a significant impact on the community. Particularly in the area of the arts through large theatre & dance performances, theatre ensemble visits to Hawai'i K-12 schools, and regular film screenings held on the UHM campus. Since a KCC faculty member is on the SEA ExCom, cooperation with other educational institutions is maintained and cultivated, ensuring that CSEAS activities reach beyond the Mānoa campus. CSEAS faculty are often invited to talk on SEA region-specific topics to the U.S. DoD's Asia-Pacific Center for Security Studies (APCSS) based in Honolulu. SEA-focused faculty participate in Hawai'i Committee for the Humanities projects and the Pacific & Asian Affairs Council (PAAC) programs, as well as in projects and events organized by the East-West-Center. When possible faculty have served as interpreters for the state court system.

**C.5. Use of Center Resources** / CSEAS receives daily inquiries regarding its activities. Our website portal for information and resource distribution contains archives and collected links on a wide range of SEA online resources and is updated daily. From Jan. 2017 through Dec. 2017 monthly user-hits ranged between 5,000+ and 11,500+ with the yearly total of unique visits logged at 78,500+ or just over 6,500 visits per month on average. Our Annual Report covering all the Center's activities is digitally published and is downloadable from the CSEAS website.

**C.6. Participation Rates for Events** / The always popular CSEAS outreach project is the quadrennial Indonesian theatrical performance series staged by K. Pauka in the Department of Theatre & Dance. The Spring 2016 showcase event was the dance-drama *Subali-Sugriwa: Battle of the Monkey Kings*, a Balinese theatre genre that blended shadow puppetry, dance, and music. It played to full-house audiences in the UHM Kennedy Theatre totaling 4,489 theatre goers over its two-week run. Its March 2015-June 2018 school outreach reached over 3400 students and 256 teachers from 36 Hawai'i schools. This program also included a number of public events, lectures, and exhibitions in partnership with the EWC and local K-12 schools. In 2016-17, 426 people attended 20 lectures in the CSEAS Speaker Series.

**C.7. Impact on the Nation** / A majority of SEAS MA and PhD students at UHM are from the U.S. mainland. UHM graduates in SEAS gain significant posts in both national and international institutions and business. Most FAO military graduates are posted to their specialization country, with recent graduates going to the Philippines, Thailand, Singapore, and Malaysia. CSEAS tracks student data to ensure that we know how FLAS students use language skills in their careers. One technique we have used is by having FLAS recipients use LinkedIn and join the CSEAS LinkedIn community, which creates a professional contact list. This community has 96 members. UHM SEAS graduates are found in the military; private business (especially international); the U.S. State Department; journalism and media; teaching in secondary education; academic departments of major U.S. as well as overseas universities; and serving as the SEA reference librarians at a number of colleges and universities across the country.

**C.8. Equal Access** / Citing a UH Board of Regents By-Law: "It is the policy of the University of Hawai'i to provide equity of opportunity in higher education, both in the educational mission and as an employer. The University is committed to comply with all State and Federal statutes, rules, and regulations that prohibit discrimination. UH is committed to a policy of

nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, income assignment for child support, arrest and court record (except as permissible under State law), sexual orientation, national guard absence, or status as a covered veteran. This policy covers admission and access to, and participation, treatment and employment in the University's programs and activities.

**C.9. Comprehensive Evaluation Plan** / For the 2018-22 grant cycle, a comprehensive evaluation will be a major component of each project in order to demonstrate project outcomes—including both formative and summative assessments. Ongoing, formative evaluation will provide feedback regarding the project's progress toward stated objectives. Personnel will use the data to identify strengths and weaknesses, and then adjust accordingly. Summative evaluation will be done at the end of projects to check on the projects' effectiveness and impact. The summative evaluation will also inform planning and decision making to improve future projects, as well as to provide evidence to stakeholders/Congress on project outcomes. Findings from the comprehensive evaluation report will guide planning for the next grant cycle and for wider dissemination of results. Each year in the grant cycle, the NRC evaluation plan and procedures will be reviewed to ensure the evaluation is providing timely, useful, and accurate information.

**C.9-a. Methodology** / Both quantitative and qualitative data will be used for each project. Quantitative data, scores, enrollment and attendance rates, etc. will serve to monitor project implementation and provide information on outcomes measures and impact. Qualitative data through surveys, focus groups, and interviews, etc. will be used to gain a broader understanding of project processes and outcomes. An evaluation table has been developed for each project, in the form of PMFs (Appendix 4). Each table specifies project objectives and activities, outcomes, potential performance and impact indicators, and available evaluation methods. These inform and



direct ongoing evaluation of the project, and ensure that project objectives and activities are linked to the stated outcomes and evaluation methods. An evaluation specialist will work closely with each project coordinator to review and finalize the project's evaluation table and develop a detailed evaluation timeline before the start of each project.

**C.9-b. Program Evaluation Specialist** / CSEAS is working with the UHM Assessment Office (AO) assessment specialist Dr. Monica Stitt-Bergh to guide and oversee our evaluation process throughout the grant cycle. Our AO assessment specialist will oversee our continued development of evaluation instruments (post- award), data collection, and data analysis, utilizing strategies to ensure the validity, reliability, and trustworthiness of the data. The PMFs included in this application will provide the specific data points and timeline for program evaluation over the course of the grant cycle.

**C.9-c. Recent Evaluations & Program Improvement** / CSEAS is subject to annual evaluations by the SPAS Dean and is under constant financial oversight by UHM fiscal officers. External reviews have been maintained over the past 30 years, at roughly three-year intervals (last review: 2015), and have resulted in concrete responses. In the March 2015 SPAS external review, a team of reviewers spearheaded by Dr. Mary Zurbrucken conducted a thorough and intensive five-day review, which included a study of relevant documents and wide-ranging interviews with faculty, administrators, staff and students (especially MA and PhD candidates). The review team reported that:

“The Southeast Asia NRC is the largest Southeast Asia program in the country, and is renowned for the vitality of its humanities and performance programs, social science engagement, and robust instructional offerings in multiple regional languages.”

Another reviewer noted:

“Based on my review of the evidence, the CSEAS has been exemplary in carrying out its core mission of promoting awareness and understanding of Southeast Asia in the U.S. The Center has helped to crystallize interest and marshal resources in ways that have resulted in a whole greater than the sum of its parts.”

**C.10. Improved Supply of Specialists** / The largest center for SEAS in the U.S., UHM has long trained specialists in the area: in the three-year period (2015/16/17), UHM granted 65 SEA content BAs, 25 MAs, and 23 PhDs. In the same period, those graduates for whom we have received information were placed as follows: 2/state & local government; 3/elem-secondary teaching; 20/graduate study; 16/higher ed; 23/private or non-profit sector; 1/fed gov; 1/military; 2/international org (U.S.); and 2/international org (non-U.S.) (see Appendix 5 G. Degrees Awarded).

**C.11. Needs & Information Dissemination** / CSEAS's program to augment the international curriculum in minority education moved forward with our K-12 program focus in the Chicago Public Schools (in 2013 more than 88% of all enrollees in CPS came from minority communities). A Vietnamese language initiative done as a part of our 14-18 NRC grant cycle at our MSI partner Kapi'olani Community College (KCC) attracted 56 students to Vietnamese courses offered at the 100 & 200 level.

**C.12. Technology & Information Dissemination** / CSEAS not only funds new technology in language education [2016, UHM Thai language online project, funded with \$20,000 by CSEAS through an agreement with the Royal Thai embassy in Washington DC] , but it has been a forerunner in using technology to disseminate information – every project in this proposal has a significant technological profile, adding to our digital and Internet-accessible archives of SEA related materials.

**C.12-a. Production of Relevant Instructional Materials** / CSEAS has been a leader in producing SEA instructional materials for K-12; we are leading the way in the use of SEA feature films for class instruction; with help from CSEAS, advanced level Vietnamese has concentrated on utilizing film as authentic text for language teaching for over a decade and advanced Tagalog at UH is now doing the same.

**C.12-b. Support for Research, Education, & Training** In every grant cycle, CSEAS has devoted resources to training, education, and research, with new courses carried out based on innovative research in all areas of SEAS. Reducing shortages of language & area experts: CSEAS's contribution to increasing the numbers of SEA experts is evident from its enrollment and placement figures (see pgs. 18-19). The previous grant sought to extend SEAn language opportunity to students at the MSI community college level by focusing a large part of its budget and faculty expertise on developing project-based language learning (PBL) curriculum for beginning and intermediate language courses in Vietnamese and Indonesian. These two countries have been identified as critical to U.S. security and business in the future. Vietnamese was also taught at our partner school KCC.

**C.12-c. Awards Addressing National Needs** / CSEAS FLAS Fellowships are awarded solely to applicants who address the national need for training in the LCTL of SEA. In addition to language study, the FLAS also requires recipients to take area studies courses that provide solid grounding in issues related to history, politics, economics, security, and the arts of the SEA countries. As a result, awardees all pursue studies designed to reduce the shortage of U.S. experts on the countries and languages of SEA.

**C.13. Student Placement** / For evidence of CSEAS's record of placing students into post-graduate employment, education or training in areas of national need (see pg. 19). UHM's continuing work building national capacity is greatly assisted through the FLAS program, and UHM responds by granting generous tuitions waivers that often doubles the number of fellowships we are able to award.

**D. UH Commitment To Southeast Asian Studies** / A sustained commitment to the Asia-Pacific region has been a cornerstone of the strategic planning of the Board of Regents of the University of Hawai'i (UH) since early 2000. Its aggressive vision to establish

“the University of Hawai‘i and the state of Hawai‘i as the research, service, and training hub of Oceania, with bridges to the Asia-Pacific region”

laid out in the 2005-2010 plan was followed by the 2011-2015 plan that articulated this vision of Asia more fully as a key element in establishing the University’s Asia-Pacific uniqueness and sense of place. The relationship with Asia is clearly noted in the local roots of UHM where 57% of the student body is of Asian ethnic origin.

**D.1. UH Financial, Academic, And Organizational Commitment** / The State of Hawai‘i and UH permanently underwrite the cost of maintaining a formal program of SEAS in Hawai‘i through significant infrastructure and salary support for the greatest number of tenure-track faculty members concentrating .25 or more of their FTE to SEA of any university in the U.S. In addition, UH funding supports a .50 CSEAS director, a FTE associate director position, and a .50 secretarial position.

**D.2. Teaching Staff** / UH’s commitment to 2018 SEA faculty salaries is approximately \$4,250,000. This figure is calculated on the basis of percentage of total time spent teaching and researching 25% SEA (see Appendix 2), but excludes many other faculty (for instance, in the sciences) who research SEA but do not specifically teach about the region. Newly added faculty members in SEA include K. Carlson (CTAHR, Indonesia, forestry), J. Collins (Linguistics, Island SEA), L. Kelley (Geography, Viet Nam/Indonesia), B. McDonnell (Linguistics, Indonesia), and M. Mostafanezhad (Geography, Thailand).

**D.3. Library Resources** / The total UH salary support for the 2 FTE SEA collection librarians (1 FTE SEA and 1 FTE Philippines) and student assistants in FY 2017-18 is \$182,168. A FTE librarian in charge of the Philippines collection was hired in 2016. UH annually allocates approximately \$80,000 for SEA and Philippines library acquisitions.

**D.4. Linkages with Institutions Abroad** / The strongest Europe-CSEAS links are with Leiden Univ. and INALCO-Paris. Relations with SEA universities are strong and well maintained. The

first complete degree program available from a U.S. university in Viet Nam—the UH joint MBA program supported by UH’s Shidler College of Business, Ho Chi Minh City International Univ., and the Hanoi School of Business (HSB)—has been in operation in Hanoi since 2000 and has established a senior alumni network across Viet Nam and the U.S. Additional MOUs are in effect with Hanoi National Univ. of Education, Nong Lam Univ., Thai Nguyen Univ., and the Vietnam Academy of Science and Technology. A new agreement signed in 2017 establishes linkages with the Southeast Asian Ministry of Education Regional Training Center (Hanoi). Links with Indonesia remain firm and include international agreements with Bogor Agricultural Univ., Diponegoro Univ., the State Islamic Univ., and the Univ. of Indonesia. MOUs with Gadjah Mada Univ. (UGM) in Yogyakarta, Institute Seni Indonesia (ISI) Yogyakarta, and Binus Univ., Jakarta, were added in the past grant cycle. In Thailand, official links are maintained with Thammasat Univ. (Bangkok), Burapha, Khon Kaen, Kasetsart, Mahidol, Silpakorn, and Chulalongkorn Univ., and Suranaree Univ. of Technology. Archaeological (and other) research in Cambodia by UHM faculty and students is done through an exchange agreement with Royal Univ. of Fine Arts (Ministry of Culture, Kingdom of Cambodia), the National Authority of Preah Vihear and the Royal Univ. of Phnom Penh. A recently renewed MOU was inked with the Univ. of Malaya in 2017. In the Philippines, CSEAS regularly collaborates with Ateneo de Manila Univ., Univ. of the Philippines Diliman, Univ. of the Philippines Los Banos, and the Consuelo Foundation. Under CSEAS direction, additional agreements are currently being expanded with the National Univ. of Singapore (NUS) and Kyoto Univ., Japan.

**D.5. CSEAS Outreach Activities Support** / UH salary support covers 100% of the single CSEAS associate director/outreach coordinator/administrative assistant’s salary (\$65,000). UH also provides \$47,000 in support to SPAS admin. staff and associated student assistants (\$6,000 p.a). UH also provides CSEAS support (\$11,000 p.a.) for office expenses for

printing/photocopying costs, telephone usage, web development needs, and computer software/hardware upgrades. The UH system website, community bulletin, and IT center all provide services at no cost to CSEAS programs.

**D.6. Support for Qualified Students in SEA-Related Fields** / During the 2014-18 NRC cycle students in American Studies, Anthropology, Architecture, Asian Studies, Astrophysics, Education, Ethnic Studies, Geography, History, Journalism, Law, Library & Information Science, Music, Philosophy, Political Science, Second Language Studies, Theatre & Dance, and Urban & Regional Planning were FLAS awardees. In AY 2017-18, UH provided CSEAS with tuition waiver assistance for 6 FLAS awardees (\$52,450), enabling CSEAS to award a total of 13 FLAS fellowships. UH tuition waiver assistance worth \$21,000 was also given to 3 undergraduates specifically majoring in Architecture, Astrophysics, and Journalism, but many other undergraduates with a SEA interest also receive financial aid from UH sources. Each year an Asian Studies Program (ASP) teaching assistant (TA) is selected based on SEA specialization and receives a tuition waiver and a monthly stipend of \$1,500.

**E. Strength of Library** / The estimated total of SEAn books and periodicals in the UHM library system (all campuses) exceeds 320,000, including at least 135,000 in vernacular languages. SEAn maps now number 151,611, including the U.S. Navy World War II aerial photograph collection, containing more than 70,000 photos of SEA, primarily from the Philippines (33,370) and Indonesia (30,199). The SEA audio-visual collection—close to 3,000 titles on DVD—are available to students and faculty with over 30 feature-length films translated and subtitled by UHM students in various disciplines through NRC support. Library users also have access to numerous streamed SEA materials through online databases such as *Films On Demand* and other databases. The library system also includes manuscripts and dissertations pertaining to SEA with a strong collection of contemporary materials on Indonesia, Malaysia, Singapore, Brunei, East

Timor, Thailand, and Viet Nam through the Library of Congress Cooperative Acquisitions Program (CAPSEA). The library's 50 years of participation in this program, one of the longest among U.S. libraries, has enabled UHM to build one of the finest, most comprehensive collections on SEA in the U.S. As a longstanding member of the Southeast Asian Materials Project (SEAM), and under the auspices of the Center for Research Libraries (CRL), the SEA Collection has benefitted both by having a large number of its unique SEAN newspapers microfilmed over the years as well as having access to SEAM's extensive collections at CRL. The SEA Collection has been an active participant in this consortial preservation effort by contributing its SEAN newspapers for original microfilming. For example, from 2014 until 2018 the SEA Collection contributed 7 SEAN newspaper collections to the project. The UH SEA Collection is a member of Southeast Asia Consortium-West (SEAWEST). Other members are the University of British Columbia Library; Univ. of California at Berkeley Library; Univ. of California, Los Angeles Library; Univ. of Oregon Library; and Univ. of Washington Libraries. Areas of cooperation include collection development in all formats, acquisition, cataloging, preservation, document delivery, bibliographic control and other areas of technical services. The SEAWest library consortium of UCB, UCLA, UW and UH intends to continue informal collaborative reference service based on institutional strengths, and begin a pilot collaborative project to preserve websites and pdfs published in the region (see Appendix 5 H. Library Collection Circulation).

**E.1. UHM Financial Support for SEA Library and Staff** / For FY 2017-18, UHM allocated \$65,620 to purchase SEA materials with NRC contributing an additional \$20,000 to the acquisition budget. The UHM Library employs 2 FTE SEA librarians (Southeast Asia & Philippines specialists) plus student assistants. The physical space allotted to the Asia Collection

(SEA resource materials are a distinct collection) comprises two full floors of Hamilton Library—the main research library serving the entire UH system (10 campuses).

**E.2. Availability of Materials at Other Institutions** / The UHM Library system has an active Inter-Library Loan (ILL) office, which is well used by SEA students and faculty. Users have access to rare and low-use materials of high research value through the SEA Microform project (SEAM) managed by the Committee on Research Materials on SEA (CORMOSEA) and housed at the CRL. Electronic journals, full-text databases, and other electronic resources are available for users through the online catalogue. From 2014-18 the ILL office fulfilled 186 requests for UHM SEA collection material for users from other libraries. The SEA collection supports the curricular and research activities of the entire 10-campus UH system, affiliates such as the East-West-Center, and the local community. UH libraries have long-established assistive services (e.g., closed captioning, headphones or magnification for computers, and assistance to locations) for patrons with hearing, sight, or mobility needs. The Library Website has recently been redesigned to be ADA compliant.

**F. Quality of UHM Non-Language Instructional Program** / In AY 2017-18 UHM offered 147 non-language courses across more than 20 disciplines with 25-100% SEA content (see Appendix 3 Course List). UHM's strengths are in core area studies subjects such as history, anthropology, and the arts, but the commitment to reach beyond UHM's traditional strengths is reflected in other cross-listed courses; for example, *PLAN 630/GEOG 630 Urban and Regional Planning in Asia* focuses on Thailand and Indonesia, while *ASAN 463-WS 463 Gender Issues in Asian Societies* explores social issues, *ANTH 422-REL 422 Anthropology of Religion* offers a detailed examination of Buddhism, and new courses like *PHIL 330 Islamic Philosophy and REL 352 Sufism: Mystical Traditions of Islam* provide surveys of major Islamic philosophers and schools with direct application to SEA. Course offerings at UHM cover all SEA countries, with an



especially strong program on island SEA. For example, L. Andaya's *HIST 407 History of Modern Malaysia* also covers Singapore and Brunei. UHM's continuing emphasis on the study of the Mekong area through its Cambodia focus has yielded growing expertise in mainland SEA, with particular strengths in archeology and cultural preservation. These include: *HIST 403 Vietnam: History and Memory*; *ANTH 461 SEA Archeology*; *ASAN 620 Preservation in Indochina*; and a summer field school held either in Thailand or Cambodia. The variety of SEA-oriented courses has evoked a solid response from the UHM student community. In 2017-18, there were 3,166 students enrolled in SEA focused classes, and that number increases to 3,800+ if SEA language students are included.

**F.1. Courses Available in Professional Schools /** CSEAS has consistently worked to strengthen cooperation with the professional schools. The relationship with the Shidler College of Business (SCOB) has underscored Southeast Asia as a geographic focus point for the study of Asian business practices. Available courses include *FIN 625 Monetary Systems & Financial Markets*, which highlights financial policy issues in financial sector reforms including the Asia-Pacific region. The UH Richardson School of Law has developed the Pacific Asian Legal Studies program (PALS) with specific topics covering legal studies in SEA, including courses on Philippine law and environmental law in Singapore. The Law School's newest initiative, the ASEAN Law & Integration Center (ALIC), is dedicated to supporting the study, assessment, development, and innovation by ASEAN Member States in the process of creating "ASEAN Law", "ASEAN jurisprudence", and "ASEAN institutions" in SEA. The School of Tourism Industry Management (TIM) has demonstrated a strong interest in SEA such as Thailand and Indonesia. Courses with SEA content include *TIM 102 Food & Global Cultures*, *TIM 321 Sociocultural Issues in Tourism*, and *TIM 325 Destination Development & Marketing*. A popular

class by the College of Tropical Agriculture and Human Resources (CTAHR) is the *APDM 418 Costumes of South and SEA* course, which is also offered online.

**F.2. Depth of Specialized Course Coverage** / One of the greatest UHM disciplinary strengths in SEA is in History: our university has 5 SEA historians (3 in History, 2 in AS). UHM offers very strong options in this discipline. Undergraduates, for example, might begin their study of Asia with *HIST 155 Non-Western Civilizations* and proceed to *HIST 241-242 Asian Survey* course. This could be followed with two semesters of upper-level undergrad courses *HIST 305-306 Pre-modern and Modern SEA*. Graduate seminars are offered as *HIST 656 and 657 Mainland and Island SEA*, with country-specific courses *HIST 409 Modern Indochina*, *HIST 408 Modern Indonesia*, *HIST 407 Modern Malaysia*, and *HIST 406 Modern Philippines* taught yearly or bi-yearly. Anthropology is another area of UHM strength in SEA, with 9 SEA-focused courses. From the courses offered in levels 100-300 undergrads might select *ANTH 152 Culture and Humanity*, *ANTH 200 Cultural Anthropology*, or *ANTH 345 Aggression, War, & Peace*, and at the 400 level: *ANTH 415 Ecological Anthropology*, *ANTH 416 Anthropology of Religion*, *ANTH 422 Economic Anthropology*, *ANTH 423 Social & Cultural Change*, *ANTH 455 Human Biology of the Pacific*, *ANTH 446 SEA Cultures* and *ANTH 461 SEA Archeology*. At least three graduate courses have substantial SEA content: *ANTH 620C Method/Theory Archaeology*, *ANTH 750E Seminar in SEA Ethnography*, and *ANTH 750G Bioarchaeology of Pacific Asia*. Archeology projects involving graduate students are currently in progress in Cambodia, Myanmar, and the Philippines; cultural, medical, and biological anthropology graduate students work in Indonesia, Thailand, Cambodia, and Viet Nam. The final area of SEA course strength highlighted in this section is the performing arts. SEA is an integral part of the Asian theatre curriculum in the Department of Theatre & Dance. The in- depth study of Asian theatre and dance occurs at both the undergraduate and at the graduate level. Undergraduate majors get significant SEA content in the required 4-semester

*THEA 311, 312, 411, and 412 World Theatre Series*, as well as in *DNCE 255 Dance in World Cultures*, and a three-level course *DNCE 107/307/407 Philippine Dance*. Students are offered specialized SEA content in *THEA 464 Theater of South and SEA*, in *THEA 426 SEAn Acting*, and in *THEA 433 Production workshops (SEA)*. For upper level courses with significant SEA content, graduate students can choose *DNCE 653 Dance Ethnology*, *DNCE 654 Dance and Performance Theory: Asia*, as well as a range of seminars such as *THEA 663C Asian Theatre: Theories & Systems*, *663B Asian Theatre: Origins*, or *THEA 763 Topics in Asian theatre*. The Department of Music also offers SEA coverage in their Ethnomusicology program with significant SEA content in *MUS 107 Music in World Cultures*, *MUS 270 World of Music: Asia/Pacific*, *MUS 311 Ethnic Music Ensembles I and II (Javanese gamelan)*.

**F.3. Interdisciplinary Courses** / All courses in the ASP are explicitly comparative and interdisciplinary with enrollments that are steadily rising. For example, *ASAN 202 Introduction to South and SEA*, inaugurated in 1997 with 21 students, is often oversubscribed (32 students Fall 2017). At the graduate level, we regularly offer *ASAN 611 Comparative Muslim Societies* and *ASAN 625 Comparative Development in East and SEA*, which are both popular SEA courses. The three courses below the 400 level are over 50% SEA content; and the three 400 level and all of the 600 and 700 level courses have 100% SEA content (see Appendix 3 Course List). Frequent cross-listing helps expand the interdisciplinary focus at UHM.

**F.4. Sufficient Numbers of Available Faculty** / With more than 50 affiliate faculty specialists (see Appendix 2 Faculty Profile), UHM consistently fields sufficient numbers of non-language faculty providing an extensive base of human resources doing research on teaching about SEA.

**F.5. Pedagogical Training for Instructional Assistants** / Pedagogy training is available to instructional assistants in a number of departments that offer SEA courses, for example *HIST 790 Teaching History*, *POLS 401 Teaching Political Science*, *DNCE 691 Seminar*

*in Teaching Dance & Theatre, IP465 Southeast Asian Language Teaching*. Similar courses are found in other departments such as Religion, Philosophy, and Library & Information Science. UHM also has the well respected Center for Teaching Excellence (CTE) and an Assessment Office that are charged with helping instructors to establish effective student learning outcomes and how to assess those outcomes to improve future teaching. Finally, the NFLRC and Second Language Studies collaborate to provide monthly instructional and pedagogical workshops, which are available to the instructors in SEA languages.

## **G. Quality of UHM Language Instructional Program**

**G.1. SEA Language Instruction** / In terms of scope, UHM has one of the most extensive SEAn language programs in the U.S., with tenure-track positions for all SEAn languages taught. The Department of Indo-Pacific Languages and Literatures (IPLL) offers six SEAn languages: Ilokano, Indonesian, Khmer, Tagalog, Thai, and Vietnamese. Enrollments in SEAn languages increased slightly over the past 4 years with 625 students in AY 2014-15, 628 in AY 2015-16, 636 in AY 2016-17, and 666 in AY 2017-18. CSEAS supported 22 students with summer FLAS to attend the Southeast Asia Summer Studies Institute (SEASSI) intensive Southeast Asian language program at the University of Wisconsin from 2014-2018. In addition, from 2014-18 another 17 students used summer FLAS to study a SEAn language in the country of their language focus. Online courses are offered for Khmer, Indonesian, and Thai. More advanced classes are available as Directed Reading and Research (499-courses). Additional IPLL classes 690 and 699 are available and graduate students holding FLAS awards often take these courses. The range and enrollment of area studies classes has also increased, most markedly in Philippine language and culture courses, more than doubling enrollment from 206 students in AY 2012-13 to 499 students in 2017-18.

**G.2. Upper Level SEA Language Courses** / For 30 years, 4 SEA languages have been offered at 3rd & 4th-year levels: Ilokano, Indonesian, Tagalog, Thai, and over 40 years for Vietnamese. Since

2005, Khmer has been offered for 3rd & 4th-year levels. Online advanced classes are offered in Indonesian and Khmer.

**G.3. Sufficient SEA Language Faculty** / UHM is unique in the U.S. because tenured faculty head the SEAn language programs. Ilokano has one associate professor, one assistant professor, and five lecturers; Tagalog has a full professor, and an assistant professor, two instructors, and two lecturers; Khmer an associate professor; Thai an associate professor; Vietnamese a full professor and a lecturer; and Indonesian a full professor. Indonesian, Thai and Vietnamese each have one Fulbright Foreign Language Teaching Assistant (FLTA). Online courses are offered for Khmer, Indonesian, and Thai - with Khmer and Indonesian being the only programs in the US offering a comprehensive four-year online distance education program. In AY 2017-18, 56 SEA language classes were taught by 20 faculty and lecturers (3.95 courses per instructor). All lecturers and instructors are native speakers.

**G.4. Training for Performance-Based Instruction** / Since 1993, in cooperation with the US/ED-funded UH NFLRC, UHM has taken a lead in training teachers and developing materials for performance-based instruction of SEA languages. In collaboration between the UHM NRC SEA and NFLRC, there has been a long tradition of performance-based teaching and testing initiatives in SEAn languages. In addition to annual professional development activities (i.e., workshops, lectures, symposia), a significant inventory of performance-based materials were created by faculty in the last decade and are available from the NFLRC. Every SEAn language has at least one ACTFL-certified oral proficiency (OPI) interviewer and several regularly conduct tests and second-ratings. A reading assessment product, from the 2010-14 NRC, was developed for reading assessment for Thai and Tagalog. Starting in 2004, the multi-million dollar Center for Language & Technology (CLT) at UHM has operated under an agreement with ACTFL as a critical-language training and materials development center to build national capacity in critical and Less Commonly Taught Languages (LCTL). CLT with the NFLRC serve as a training and materials development site, providing faculty

expertise and tech support to ACTFL and DLI. CSEAS provided funding to the Consortium of Teachers of SEAn Languages (COTSEAL) to develop the SEA Language Learning Framework. NFLRC/COTSEAL/UH CSEAS language teaching workshops are held every year.

**G.5. Quality of the Language Program** / The quality of the UH program in SEAn languages can be measured through several factors: 1. Number of languages offered; 2. Qualifications of instructors; 3. Language pedagogy courses, assessment, and technology offered; and 4. Availability of in-country language instruction. 1. UHM regularly offers courses from elementary to advanced levels in: Tagalog; Ilokano; Indonesian; Khmer; Thai; and Vietnamese. 2. Some sections of the SEAn languages are taught by tenured PhD faculty. Each year, UHM hosts FLTAs to assist with Indonesian, Thai, and Vietnamese. 3. The SEAn languages teachers are ACTFL-certified OPI testers. UHM SLS Department offers instruction in language learning and teaching at no charge to UHM faculty. Monthly UHM/NFLRC host seminars on language-teaching approaches. The CLT offers dedicated tech-based rooms and utilizes iTunes and other apps, making it one of the most advanced language centers in the field. 4. SEAn language students are often placed in AY and summer intensive language programs in SEAn countries with scholarships and student aid generally available for these programs.

**G.6. Performance-Based Instruction Being Used and Developed** / Undergraduate students in most fields must complete two years of foreign language study. Similarly, ASP students with a SEA focus learn a SEAn language for two years and attain a mid-intermediate ACTFL level. Our MA students are required to complete at least three years of a SEAn language reaching high-intermediate or low-advanced ACTFL levels. Performance-based instruction has been used in the SEAn languages for years, emphasized in 1st & 2nd-year levels. Material and methods used were developed with the UHM SLS Dept. and/or the UHM NFLRC. At the advanced level, reading assessment tests were designed in Thai and Tagalog. A template for developing reading assessment for other SEAn languages is now available.

**G.7. Adequacy of Resources** / SEAn language classes are often held in Moore Hall, where classrooms are equipped with computers and full-screen projectors. The UHM CLT offers optimal support for training and material development projects (7 FTE staff, 3 GAs, and 6-8 undergraduate assistants). The CLT's permanent collection contains audio material in Burmese, Khmer (Cambodian), Tagalog, Ilokano, Indonesian, Lao, Thai and Vietnamese. The CLT facilities include two multimedia computer labs that are available for individual student use and for teacher-led classes, as well as a digital language lab for listening to language audio materials and for voice recording. The CLT also has two media classrooms, seating 30 and 40 respectively, with a computer, projection system, and an ELMO for classes, lectures, and workshops. A smaller media classroom is equipped with a multi-zone DVD player, 42-inch LCD television and Mac computers, and is most often used for Skype conferencing and distance-learning classes. There is also a licensed satellite station for uplinks and downlinks, along with a viewing room and subscriptions to several foreign language channels. Other institutions and individuals can purchase SEAn language audio materials unavailable elsewhere. The CLT has digitized its entire collection, making it available to students as MP3 files. Of note is the recently redeveloped online Web Audio Utility (WAU), which allows students to record their responses to posted assignments and materials, such as videos or photos, and send their recordings to instructors for evaluation or to be reviewed by their class. Examples of the creative use of CLT facilities are two courses held through Skype, *ASAN 491S Subtitling SEAn Film*, co-taught with UC-Berkeley, and *ASAN 491G: Cinema of Indonesia*, team-taught between Hawai'i and Indonesia.

**G.8. Language Proficiency Requirements** / Language proficiency requirements are applied in all of the UHM SEAn languages. For example, the Thai program integrates the Interagency Language Roundtable (ILR) into classes to evaluate student achievement. The Student Learning Outcomes (SLOs) of each of the classes are stated with reference to the ILR proficiency level and their

descriptors. These SLOs are used as the guide for each component of the course syllabus. In Indonesian SLOs are regularly used through self-, peer-, and instructor-assessed proficiency assessment, based on the Common European Framework of Reference for language (CEFR) proficiency scale. Most Indonesian language courses at UHM are hybrid online and traditional courses. The methods used to assess students for the Khmer, Ilokano, Tagalog, and Vietnamese classes parallel those used in Thai and Indonesian.

## **H. Quality of Curriculum Design**

### **H.1. Incorporation of SEA Studies in Undergraduate Degree Programs / In 2017-18**

UHM offered 147 SEA non-language courses (100-400 levels [77 Fall 2017 & 70 spring 2018] ), and 65 SEAn language courses ([34 Fall 2018 & 31 Spring 2018]. Language offerings totaled 35 (17 Fall 2017 & 18 Spring 2018) at the 100 & 200 levels, which are typically filled by undergraduate students and 30 (13 Fall 2017 & 13 Spring 2018) SEAn language courses at the 300 & 400 levels providing abundant opportunities to integrate SEAS lang/area studies courses into BA programs. The CSEAS executive committee encourages faculty to develop new courses that support UHM undergraduates to study SEA. For example, *ANTH 482 Anthropology and the Environment*, *ASAN 411 Comparative Muslim Societies*, *IP 360 Filipino Food, Music, and Ritual*, *ITE 440 Implications of Multicultural Education* (a Title VI funded teacher training course), and *MUS 451 Perspectives in K-12 Music Education*.

### **H.2. Appropriateness of Undergraduate Programs & Language Requirements**

UHM is the only U.S. university where a student can obtain a BA degree in Tagalog language and literature. UHM offers a BA degree in Asian Studies (AS) with a SEA focus, and in 2017-18 nine students selected this option. Undergraduate students are encouraged to develop a SEA specialization through courses with a 25% or higher SEA content. This is typically achieved by writing final papers focused on SEA. Undergraduates can also design their own SEA-focused



degree through the Liberal Studies Program (LSP) with five SEA courses and two years of SEA language instruction added into their LSP-program. Students in fields outside the AS may obtain certificates in SEAn Studies (SEAS) as well as in six SEA languages (Tagalog, Ilokano, Indonesian, Khmer, Thai, and Vietnamese). One of our key language initiatives for the 2014-18 grant cycle was to develop an introductory Vietnamese language course for community college students. A total of 56 students enrolled in VIET 100 and VIET 200 classes from 2015-18.

**H.3 Training Options for Graduate Students** / In addition to the 52 graduate (32 Fall 2017 & 20 Spring 2018) (500-700) SEA non-language courses offered at UH in 2017-18, individually designed 499 and 699 reading courses in SEA area studies are also available. Graduate students may take 400-level courses, and audit or obtain special permission to take 300-level courses for credit. They may enroll in UHM's ASP MA with a focus on SEA, or design study programs that incorporate SEA-focused courses in their classroom and fieldwork training. The ASP program offers certificates in SEA studies to graduate students in other disciplines when they complete a SEA-focused program. The Law School offers a JD-MA (AS) dual degree program with a SEA focus. Dual MA degrees are offered in SEAS and Business Administration (BusAd). Courses are offered in 26 disciplines, plus three professional schools. All ASP courses are open to students in the professional schools. Doctoral level degrees where candidates have done primary research on SEA have been awarded at UH in at least four professional schools & colleges (Business, Education, Tropical Ag & Human Resources, and Social Work) and in most of the Arts & Sciences disciplines, including Botany, Linguistics, Second Language Studies, History, Music, American Studies, Philosophy, Theatre & Dance, Anthropology, Economics, Geography, Political Science, Religion, Sociology, and Urban & Regional Planning, among others. Few other universities offer such a wide range of graduate education and training focused on SEA.

#### **H.4. Appropriate Training Options, Requirements & Curricular Variety for Graduate**

**Students** / CSEAS is under regular assessment by the CSEAS Executive Committee (ExCom) and the faculty of ASP (within SPAS). The SEA-focused MA in AS requires at least third-year level of SEA language study, which means degree recipients reach a mid- to high-intermediate proficiency level. Students enroll for 36 credits, 18 of which must be at the 600-level for non-thesis candidates, and 12 for those in the thesis program. All students must take the introductory SEA seminar (ASAN 600), a research seminar (ASAN 750), and a minimum of 18 credits of interdisciplinary studies related to SEA, including 2 electives, which can be selected from outside SEA. Students doing a thesis must complete the paper and an oral exam conducted by a committee. Non-thesis students must submit a portfolio of two seminar papers and complete an oral exam with a committee. By offering a wide variety of SEA-focused elective courses and by maintaining rigorous criteria in teaching and testing, CSEAS has gained a reputation for excellence that attracts students from all over the U.S. and enables them to interact with other students engaged in SEA research across the disciplines. The MA program in SEAS continues to be selected by the military to train an elite group of Foreign Area Officers (FAO) for military attaché positions at U.S. embassies in SEA, and in the past four years five officers have received UH MA degrees in SEAS. CSEAS regularly employs and trains several GAs to assist with SEAS outreach projects providing opportunities to acquire additional skill sets before graduation.

**H.5. Academic and Career Advising** / The CSEAS director is responsible for academic advising of MA students in SEAS, and works closely with the SPAS Graduate Student Advisor (GSA), who maintains all graduate records. Together they cooperate with the UH Office of Admissions and Records, Graduate Division, and others UHM SEA faculty. A separate office advises ASP undergraduate students. FLAS fellowships and other scholarship programs are administered by the SPAS Student Services Coordinator (SSC). The SSC and the UHM Placement

Office organize career advising for SEA students, and the CSEAS office weekly announcements regularly advise students of career opportunities, open job positions, and funding sources for BA to PhD levels of schooling.

**H.6. Arrangements for Research or Study Abroad** / As of May 2018, UHM had active exchange agreements with 44 universities/technical institutes with SEA connections (4 institutions in Cambodia, 1 in Malaysia, 1 in Singapore, 9 in Viet Nam; 3 in the Philippines; 11 in Indonesia, and 11 in Thailand); three in Europe (Leiden Univ. in Holland, the Nat. Inst. of Oriental Languages and Civilizations-Paris, and the School of African and Oriental Studies, England); and one in Japan (Kyoto Univ.). Under faculty supervision, CSEAS encourages students to take advantage of study opportunities in SEA through ASAN599, a course designated for directed overseas study. Available administrative arrangements ensure that academic credits earned in approved universities in SEAS can be transferred back to UHM.

**H.7. Access to Other Institutions' Study Abroad and Summer Language Programs**

CSEAS places a high priority on in-country language study. Students regularly enroll in SEAn language courses at the Southeast Asian Studies Summer Institute (SEASSI) and in intensive language programs abroad to study Cambodian, Indonesian, Tagalog, Thai, and Vietnamese at selected language programs in the respective country. CSEAS is an active member of the SEASSI Board and in all summer language abroad consortia. These programs are announced on websites, in newsletters, through social media, and in the UH classrooms. Since 2013, CSEAS has targeted the dissemination of FLAS information to U.S. high school and college programs with strong language/area studies undergraduate programs to recruit to UHM new undergrad and grad students with language and regional study/life experience. Students studying at the third-year level of a SEA language are encouraged to apply for a Summer FLAS for in-country language study in Cambodia, Indonesia, Philippines, Thailand, Singapore, and Viet Nam.

**I. Outreach Activities** / CSEAS produces an annual report of all its programs and activities. The report is distributed to SEA shareholders, UHM upper administrators, other NRC SEA offices, and US/ED program officials. In addition, the annual report is made available for anyone interested through the CSEAS website at: <http://www.cseashawaii.org/category/annual-report-2/>.

**I.1. Elementary and Secondary** / CSEAS has supported K-12 outreach initiatives since 1982, when UHM established an FTE outreach position. Over time, this position has been integrated into the duties of the associate director for the Center, who then works with a team of GAs to aggregate projects and make them available in a digital form for wider distribution on the CSEAS website.

a) **Ub-ufok Ad Fiallig: Tales of Enchantment from Barlig, Philippines.** In an effort to preserve Barlig oral folklore, P. Arboleda conducted a retrieval and translation project of indigenous tales. The stories were recorded in the original Finallig language in its natural setting from the umu-ufok people themselves. The stories were transcribed, translated and re-narrated into Tagalog and English. In recounting the tales, the original structure of the narrative was preserved. In keeping with the times, P. Arboleda and J. Andrada turned these stories into digital comic books narrated with English subtitles. These digital comic books are the basis for teaching modules designed and used in the Tagalog classroom today. E. Clariza, scholar of Philippine Studies, Education, Technology and Environmental Science, developed these modules intended primarily for undergraduate students of Philippine culture and folklore. <http://www.cseashawaii.org/tagalog-animations/>

b) **Balinese arts outreach:** The Center has supported major Indonesian theatre programming and outreach in collaboration with the UHM Asian Theatre Program since 2002. The most recent collaboration took place in 2015/16, featuring the Balinese shadow theatre play *Subali-Sugriva: Battle of the Monkey Kings*. Public performances were attended by over 4,000 audience members

during its main UHM Kennedy Theatre run in Spring 2016. The program featured additional outreach components on Balinese performing arts that serviced local K-12 schools throughout the State of Hawai'i, many of them in underserved communities. Between March 2015 and June 2018 this outreach program reached over 3400 students and 256 teachers from 36 Hawai'i schools. These programs included lecture demonstrations; dance, puppetry and music performances; and hands-on workshops and classes with master artists from Bali. Teachers at the schools were provided with lecture and resource guide books, teaching modules, and online resources to assist them in introducing their students to Indonesia. The teacher resource guide is available on the Center's website at: <http://www.cseashawaii.org/programs/performance/wayang-listrik/>. The pdf is here: <http://www.cseashawaii.org/wp-content/uploads/2016/01/Wayang-Listrik-resource-guide-12212015.pdf>

c) **Gamelan ensembles of Java and Bali:** UHM houses and supports two gamelan ensembles, one Javanese and one Balinese. Twice a year, both gamelan ensembles perform concerts for the general public that reach between 500 and 600 audience members annually. The Javanese ensemble, *Gamelan Kyai Gandrung*, was established in 1970 and is celebrated as the longest active gamelan ensemble in the U.S. The Balinese Gamelan Ensemble, *Segara Madu*, has been led by professional Balinese conductor and composer M. Widana since 2009. In early June 2018 *Segara Madu* was featured in the Asia Pacific Dance Festival with a production of the dance-drama *The Abduction of Sita* at Kennedy Theatre, presenting live gamelan music and dance for an audience of over one thousand people. CSEAS routinely provides funding support for the training and performances of the Balinese ensemble, and is continually expanding the outreach programming. In Spring 2018 CSEAS acquired a new mobile Balinese gamelan ensemble to be used for extensive outreach programming for Hawai'i schools under the direction of M. Widana.

**I.2. Post-Secondary institutions / a) Digitization/Archiving SEA Outreach Materials.**

CSEAS continues to contribute digitized materials to the UHM's Scholar Space academic repository placing CSEAS in the top 15 largest UHM contributors to this resource collection with more than 20,000 pages, go here: <https://scholarspace.manoa.hawaii.edu/handle/10125/1816>.

Most popular among these digital resources is *Cakalele*, a journal devoted to publishing the results of research in and about Maluku (East Indonesia), as well as the Maluku communities scattered through Indonesia and the Netherlands (12 vols. 1990-2000). Articles from this journal are downloaded hundreds of times each month.

<https://scholarspace.manoa.hawaii.edu/handle/10125/3124>

New editions to the SEA Scholar Space collection include:

b) *Asian Perspectives: The Journal of Archaeology for Asia and the Pacific* a leading peer-reviewed journal devoted to the prehistory of Asia/Pacific region. (71 vols. 1957-2011)

<https://scholarspace.manoa.hawaii.edu/handle/10125/14928>

c) CSEAS Publication Series. *Explorations: a graduate student journal of Southeast Asian Studies*, a peer-reviewed journal, for the last decade has been the only student-edited journal on SEA Studies in the U.S. Going fully digital in 2017, the journal has a permanent home on both the CSEAS website and Scholar Space, with free downloads of all articles and reviews available.

*Explorations vol. 14* is in final editing at the time this grant application is being submitted.

published in Summer 2018. <https://scholarspace.manoa.hawaii.edu/handle/10125/1819>

d) Foreign Area Officers Program. CSEAS has been actively training FAOs recruited from the DLI starting in 2003. Since that time, 29 SEA-focused FAOs received MAs at the University of Hawai'i and have gone on to serve the country as cultural attaches at US embassies, information officers at US bases in SEA, and intelligence officers reporting to military command in the Asia-Pacific theater.

### **I.3. a) Business, b) the media, & c) the general public**

a) A pioneer among U.S. business schools in international business, the UHM Shidler College of Business (SCOB) distinguishes itself with its expertise on the Asia-Pacific region. Among the unique programs is the Viet Nam Executive MBA (VEMBA), taught in cooperation with the Hanoi School of Business, a 2-year program open to Vietnamese and international applicants. The program has more than 600 alumni holding key business positions in all economic sectors in Viet Nam and worldwide. SCOB is also the home to unique centers dedicated to serving Asia and the Pacific with comprehensive research, programs and services. This includes: Asia Pacific Economic Cooperation (APEC) Study Center, Pacific Asian Center for Entrepreneurship (PACE), Pacific Asian Consortium for International Business Education and Research (PACIBER), and Pacific Asian Management Institute (PAMI).

b.1.) Since 2006, CSEAS has been committed to producing, distributing, and marketing all program activities through our CSEAS website and social networking tools (Facebook, Twitter, LinkedIn, etc.). By providing access to the most contemporary forms of media and allowing for interactive participation from individual users, our website is more than just an archive. The site is fully linked to our weekly news announcement, which has a distribution of more than 1000 subscribers, including: U.S. universities with SEA programs, local and regional news agencies, foundations, U.S. and foreign government officials, and hundreds of individuals. Our website survey tools and niche marketing strategies help us stay in touch with our readers and provide services, information, and resources related to SEA studies. Regularly accessed resources include our growing number of digital outreach materials for K-12 teachers, newsletters, journal articles, and films translated into English and produced by our NRC partner Gadjah Mada University (Indonesia), and our extensive resource links cataloged by country. Our website's unique visitor

count topped 29,000 people in 2017. A recent comment from another SEA NRC staff member underlines our website reach,

“By the way, your website still kicks it like no other—always open it up right away when I receive your weekly newsletter.”

b.2.) The free bi-weekly CSEAS digital newsletter reaches 1,000+ subscribers and is an important resource for distributing news related to and about Southeast Asia. The newsletter provides readers with information on SEA-related jobs, scholarships, funding opportunities, and conferences along with local events and performances happening in our community.

b.3.) Social networking tools allow us to quickly reach users with a wide range of program information. Our Facebook presence pushed past 2641 “fans” in late-May 2018, with users coming from 40 states and 45 countries that follow our activities and interact with us on a daily basis. CSEAS Twitter followers increase by 10% in 2017, reaching over 950 people.

b.4.) CSEAS Speaker Series. Every semester, CSEAS hosts a Speaker Series covering a range of topics from *Overseas Chinese in 17th century Manila* to *Yangon Echoes: Inside Heritage Homes in Myanmar*. We host 15-20 talks over the course of a typical academic year.

b.5.) Public Access Resources. CSEAS added 245 more feature films from SEA (DVD format with English subtitles) to the UHM library collection over the period of 2014-2018. The UHM SEA collection now offers 800+ film titles to students, staff, faculty, and community viewers free of charge. These films are also used in the classroom and for community screenings every semester. Duplicate films (150+) are sent to our community college libraries to help build their SEA film collections.

**I.4. Measuring Outcomes** / Using an online survey tool developed in-house on Typeform, CSEAS has created a strategy for measuring outcomes for outreach projects. Upon arrival to an outreach event, participants are asked to provide their email addresses. We then send them an online survey for the program they attended and the surveys elicit measurable data. As an added



benefit, the survey program tabulates responses producing excellent metrics. Other analytics are gleaned from our Hootsuite dashboard, from Mail Chimp, our Word Press dashboard, and our Facebook and Twitter account manager dashboards.

**J. FLAS Awardee Selection Procedures (for funding breakdown, see Budget)**

**J.1. Advertisement of Awards** / FLAS fellowships are announced on the CSEAS website, through the weekly newsletter, and via professors in all classes. Other announcements go out via our social media sites like Facebook and Twitter. We make a special effort to identify other U.S. universities with SEA language/area studies undergrad programs in order to send FLAS information directly to those programs to attract students who can attain a higher language capability or those who might be more inclined to do graduate work in SEAS. UHM is a highly diverse campus, and every effort is made to encourage applications from women, minorities, and persons with disabilities.

**J.2. Application Procedures** / The FLAS application and faculty reference forms are made available (typically in early Nov.) approximately three months prior to the due date (mid-Jan.) as a form-fillable PDF. The CSEAS website has full instructions for completing and submitting the forms. Students can select AY FLAS and/or Summer FLAS with this online application. A complete application includes a statement of purpose, proposed study program, description of career objectives, previous overseas and career experience, transcripts, and standardized test scores (GRE, LSAT or GMAT, language proficiency scores), 3 letters of reference, and for AY FLAS competitions in Years 2, 3, and 4, a copy of the student's confirmation email for applying to the Federal Student Aid (FAFSA) form. The UH Financial Aid Office will provide the ASP fellowships coordinator, C. Allen, with the financial need information relevant to FLAS AY applicants in Years 2, 3, and 4. These additional documents are attached to the application as PDFs and sent electronically to C. Allen. The complete application and supporting documents can

also be sent by hard copy. All applications, reference forms and supporting documents, and a copy of the applicant's FAFSA form, are collated and forwarded to the CSEAS scholarships committee for review.

**J.3. Selection Criteria** / Fellowship recipients must: 1) be citizens or permanent residents of the U.S.; 2) have superior academic achievement; 3) have clear academic and career goals; 4) demonstrate SEA language proficiency at the advanced level (for graduate-level awards) or intermediate level (for undergraduate awards); and 5) enroll in a SEA language course at the 3rd year level in combination with a class in SEA area studies. For AY FLAS awards, in Years 2, 3, and 4, we will give preference to students who demonstrate financial need based on the FAFSA form and in consultation with the UH Financial Aid Office. Selection will be conducted first on academic criteria; then the top-fifteen applicants will be assessed on financial need to create the ranking for AY FLAS in Years 2, 3, and 4. Award selection is based on the FLAS priorities, and the applicant's full-time study status, GPA, educational background, career goals, personal statement, and financial need. Each applicant is scored and ranked on these categories. The scores are tabulated and a final list compiled. Of the 56 2014-18 FLAS awards, 27 were given to women and 24 to members of minorities. Special consideration will be given to graduate students who are likely to pursue careers in government service. We normally do not award fellowships for dissertation work, unless the student makes extensive use of their SEA language skills in their research or writing. All things being equal, the SEA scholarships selection committee seeks to award FLAS across a spread of SEAn languages and disciplines among the suitable applicants.

**J.4. Selection Personnel** / The FLAS selection committee for this past four-year cycle consisted of SEA faculty member Dr. Pia Arboleda (IPLL), Rohayati Paseng (Librarian, SEA Collection), FLAS administrator P. Rausch (CSEAS), and Dr. C. Allen (ASP fellowships

coordinator) who assists with application logistics, post-award data processing, and IRIS report oversight.

**J.5. Selection Process Timeline** / Recruitment and promotional advertisements are announced in early Nov. and completed applications are due by mid-Jan. The FLAS selection committee meets in early Feb. and produces a ranked list of awardees and alternates. Award letters are sent out to awardees by mid- to late Feb. Tuition waiver support is continuously sought from FLAS awardees' departments. This tuition cost sharing often allows for the creation of an additional AY FLAS fellowship. Information regarding the total amount of fellowships awarded and their distribution among the SEA languages and disciplines is available from the UHM FLAS coordinator (upon request) and is filed yearly in our U.S. Government IRIS Report.

**K. Competitive Preference Priorities** / Congress' mandated focus on comprehensive NRC collaborative work with MSIs, CCs, and COEs plays to the strengths of this UH NRC SEA application. UHM and our system partners are MSIs, and our proposed work will address each priority put forth in the current NRC cycle with our status as an MSI firmly supporting each project noted. In the 2018-22 Title VI period, CSEAS will devote a large percentage of its educational program development effort to teacher development in collaboration with UH system CCs and local high schools. We have made every effort in this application to design projects to meet Absolute and Competitive Priorities. The following are examples of this effort, but are not limited to only those cited below.

**K.1. Absolute Priority – Applications that provide for teacher training activities on the languages, area studies, or thematic focus of the Center** / Balinese Arts Outreach:

The Center has supported major Indonesian theatre programming in collaboration with the UHM Asian Theatre Program since 2002. The most recent program in 2016 also featured additional major outreach components on Balinese performing arts that serviced local K-12 schools on O'ahu

and throughout the State of Hawai'i, many of them in underserved communities. Between March 2015 and June 2018 the ongoing outreach program reached over 3400 students and 256 teachers from 36 Hawai'i schools. These programs included lecture demonstrations; dance, puppetry and music performances; and hands-on workshops and classes with master artists from Bali. Teachers at the schools were provided with lecture and resource guide books, teaching modules, and online resources to assist them in introducing their students to Indonesia. For 2018-22 we plan to expand the reach of this program to additional schools and communities throughout Hawai'i and to make relevant resources available online to teachers nationwide.

### **K.2. Competitive Preference Priority 1**

**This project addresses the Competitive Preference Priority 1 regarding the need to incorporate international, intercultural, or global dimensions into the curriculum at partner MSIs.** CSEAS proposes a four-year Kapi'olani Community College (KCC)/UHM CSEAS Infusing Southeast Asia into the Community College Classroom project to help full-time KCC (a MSI) faculty incorporate Southeast Asian content into courses that the college's two most common majors require to earn either an AA ("Liberal Arts & Sciences") or AS ("Hospitality and Tourism Management") degrees. Courses in four fields fulfill general education requirements and will be enhanced through the infusion of Southeast Asian material: History, English, Art, and Religion.

### **K.3. Competitive Preference Priority 2**

**This project addresses the Competitive Preference Priority 2 regarding work to strengthen collaborative activities with teacher education programs.** This grant application seeks to consolidate UH and national strengths in area studies and LCTLs of SEA through the development of teacher training at the secondary school level. The UH COE-Curriculum Studies program will partner with the CSEAS to develop teaching modules for teachers focused on a Philippine heritage curriculum at James Campbell High School in Honolulu. The "Pamana" project will enhance and

complement current modules that experts from the College of Education have already developed. This will strengthen Philippine language classes in high schools that are working to establish programs for their students, and will encourage other high schools to start culturally relevant language programs using this model.

**K.4. FLAS – Financial Needs Preference /** SEA Fellowship recipients must: 1) be citizens or permanent residents of the US; 2) have superior academic achievement and potential; 3) have clear academic and career goals; 4) demonstrate prior exposure to SEA language study (for graduate-level awards) or intermediate-level competency (for undergraduate awards) and 5) enroll in a SEA area studies course each semester. For AY FLAS awards, in Years 2, 3, and 4, we will give selection preference to students who demonstrate financial need based on their FAFSA status and in consultation with the UH Financial Aid Office. Award selection will be conducted first on academic criteria; then the top 18 applicants will be assessed on financial need to create the ranking for AY FLAS in Years 2, 3, and 4. Special consideration will be given to graduate students who are likely to pursue careers in government service. We normally do not award fellowships for dissertation work unless a student makes extensive use of their SEA language skills in their research.

**K.5. FLAS – Less Commonly Taught Languages (LCTL) /** This application will award 100% of its academic year fellowships selected from the U.S. Department of Education’s list of less commonly taught languages (LCTLs) of Southeast Asia: Cambodia (Khmer/Cambodian), Indonesia (Indonesian), Philippines (Tagalog), Thailand (Thai), and Viet Nam (Vietnamese).

## Other Attachment File(s)

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## **APPENDIX 2. PROFILES FOR PROJECT-RELATED PERSONNEL**

FACULTY, LIBRARY, AND CSEAS STAFF  
CURRICULA VITAE

1 ABINALES, Patricio abinales@hawaii.edu  
2 AGCAOILI, Aurelio aurelio@hawaii.edu  
3 ANDAYA, Barbara Watson bandaya@hawaii.edu  
4 ANDAYA, Leonard Yuzon andaya@hawaii.edu  
5 ARBOLEDA, Pia pca62@hawaii.edu  
6 AUNG-THWIN, Michael aungthwi@hawaii.edu  
7 AZMI, Nezia azti@hawaii.edu  
8 BARKER, Nicholas barkern@eastwestcenter.org  
9 BIGALKE, Terance W. BigalkeT@EastWestCenter.org  
10 BLUST, Robert blust@hawaii.edu  
11 BREAZEAL, Kennon breazeak@EastWestCenter.org  
12 BUTLER, John jebutler@hawaii.edu  
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14 CHAN, Catherine chanhb@hawaii.edu  
15 CLARIZA, Ma. Elena B. mclariza@hawaii.edu  
16 CHAPMAN, William R wchapman@hawaii.edu  
17 DANIEL, Shirley sdaniel@hawaii.edu  
18 DAS, Ashok ashokdas@hawaii.edu  
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20 FELDMAN, Jerome jfeldman@hpu.edu  
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22 HALAGAO, Patricia phalagao@hawaii.edu  
23 HARTMAN, Ann hartmana@EastWestCenter.org  
24 HEFNER, Carl hefner@hawaii.edu  
25 HIRATA-KIMURA, Aya aya.hirata.kimura@hawaii.edu  
26 HOLTON, Gary holton@hawaii.edu  
27 HOONCHAMLONG, Yuphaphann yuphapha@hawaii.edu  
28 KERKVLIT, Benedict J. Tria  
29 KIMURA, Ehito ehito@hawaii.edu  
30 KOZOK, Uli kozok@hawaii.edu  
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33 LOONG, Chet-Yeng chetyeng@hawaii.edu  
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42 PAUKA, Kirstin pauka@hawaii.edu  
43 PHAN, Le-Ha halephan@hawaii.edu



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58 WOODS, Kevin WoodsK@EastWestCenter.org  
Librarians\*; Outreach Coordinator\*\*

## **Profile Template**

**FAMILY NAME, Given Name**

**Department and tenure status:**

**Education:**

**Academic experience:**

**Overseas experience:**

**Language Competence:** language and OPI ranking 1-5

**Pedagogy training for language instructors:**

**Percent of time devoted to area/international studies:**

**Courses Taught:** department, course number

**Research/Teaching Specializations:**

**Recent publications (Last five years): #**

-year (in press): TITLE (publisher).

**Numbers of dissertations & theses supervised in last five years:**

**Distinctions:**

1. **ABINALES, Patricio N.** Professor (Tenured) Asian Studies

**Appointment year:** 2011

**Percent of time devoted to area and international studies:** 100%

**Educational Background:** Ph.D. (Government) Cornell, 1997

**Foreign Language Competence:** Tagalog; Cebuano; English

**Research/Teaching Specializations:** Philippines politics and history; Southeast Asian studies research methods

**Recent publications (Last five years):**

- 2017 *State and Society in the Philippines*, with Donna J. Amoroso (Lanham, MD: Rowman and Littlefield, Second and Expanded Edition).
- 2016 "War and Peace in Muslim Mindanao: Critiquing the Orthodoxy," in *Mindanao and the Prospects of Peace*, Paul D. Hutchcroft, ed. (Manila: Anvil Publishing Inc.).
- 2016 "The Puzzle of Filipino Nationalism," in *Asian Nationalisms Reconsidered*, Jeff Kingston, ed (London and New York, Routledge): 243-254.
- 2016 & 2017 "Political Science and the Marcos Dictatorship," *Social Transformations*, Vol. 4, No. 2, September 2016 and Vol. 5, No. 1, March 2017: 55-77.

**Field Research Experience:** Philippines, Thailand

**Courses taught:** ASAN 320, ASAN 310, ASAN 491S, ASAN 494P, ASAN 494S, ASAN 600z, ASAN 699z

**Numbers of dissertations & theses supervised in last two years:** 3

**Distinctions:**

\*\*\*

2. **AGCAOILI, Aurelio** Associate Professor (Tenured) IPLL

**Appointment year:**

**Percent of time devoted to area and international studies:** 50%

**Educational Background:** Ph.D. University of the Philippines

**Foreign Language Competence:**

**Research/Teaching Specializations:** Ilokano Language & Literature

**Recent publications (Last five years):**

- 2018 *Monolingual a Diksionario ken Tesoro nga Ilokano*. Monolingual Ilokano Dictionary and Thesaurus. Forthcoming (scheduled publication, TMI Global with TMI Philippines).
- 2017 *Pakasaritaan: History as Story, and Story as History*. Nakem Conferences Philippines. Co-edited with Dr Raymund Ll. Liongson, Dr Natividad E. Lorenzo, and Dr Alegria T. Visaya.
- 2017 *Asesino Kadagiti Balikas. Assassin of Words*. TMI Philippines/TMI Global.
- 2017 *Zone Zero/Zona Zero*. TMI Philippines.

**Field Research Experience:** N/A

**Courses Taught:** LLL 150, Literature and Social Change, IP 362 Modern Philippine Drama, IP 364 Philippine Popular Culture, IP 368 B Intro to South/Southeast Asian Film: Philippines, IP 376 Philippine Diasporic Literatures, IP 377 Philippine Critical Discourses, IP 389, Theories in Ilokano Studies, IP 411 Ilokano Literature in Translation, Ilo 451, Structure of Ilokano

**Numbers of dissertations & theses supervised in last five years:** N/A

**Distinctions:** N/A

Key to ratings of language skills: 5 = highly educated native speaker; 4 = fluent, native speaker; 3 = professional functionality; 2 = functional; 1 = survival

**3. ANDAYA, Barbara Watson** Professor (Tenured) Asian Studies

**Appointment year:** 1994

**Percent of time devoted to area and international studies:** 100%

**Educational Background:** Ph.D. (History) Cornell, 1974

**Foreign Language Competence:** Malay 4, Indonesian 3, Dutch 3, French 3, Portuguese: 2

**Research/Teaching Specializations:** SEA: Religion, Women, and Gender in SEA History

**Recent publications (Last five years):**

- 2018: 'Gender Legacies and Modern Transitions.' In *Routledge Handbook of Contemporary Indonesia*, ed. Robert W. Hefner. London/New York: Routledge.
- 2017: 'Gathering "Knowledge" in the Bay of Bengal: The Letters of John Adolphus Pope, 1785-1788.' In *Penang and its Networks of Knowledge*, ed. Peter Zabielskis, Yeoh Seng Guan & Kat Fatland. Penang: Areca Books, pp. 35-60.
- 2016 (a book with Leonard Y. Andaya) *A History of Malaysia, Third Edition* (MacmillanPalgrave: Basingstoke and London). Earlier editions have been translated into Thai and Chinese.
- 2015 (a book with Leonard Y. Andaya). *A History of Early Modern Southeast Asia, 1400-1830*. Cambridge University Press.

**Field Research Experience:**

**Courses Taught:** ASAN 202: Introduction to South and Southeast Asia, ASAN 496: Religions of Island Southeast Asia, ASAN 498: Gender in Southeast Asia, 600s: Issues in Southeast Asia, 530: Globalization in Southeast Asia

**Numbers of dissertations & theses supervised in last five years:** 12

**Distinctions:**

\*\*\*

**4. ANDAYA, Leonard Yuzon** Professor (Tenured) History

**Appointment year:** 1993

**Percent of time devoted to area and international studies:** 100%

**Educational Background:** Ph.D. (History) Cornell University, 1971

**Foreign Language Competence:** Indonesian 4, Dutch 4, Makassar 3, Spanish 3, Portuguese 3

**Research/Teaching Specialization:** Indonesia & Malaysia in the Early Modern Period/Southeast Asia

**Recent Publication (Last Five years):** 7

- 2017 (a book with Barbara Watson Andaya). *History of Malaysia*, Third Edition, London: Palgrave.
- 2017 "Flights of Fancy: The Bird of Paradise and Its Cultural Impact", *Journal of Southeast Asian Studies* 48, pt. 3.
- 2017 "The Northern Malays". In Wannasarn Noonsuk (ed.), *Peninsular Siam and Its Neighborhoods: Essays in Memory of Dr. Preecha Noonsuk*. Nakhon Si Thammarat: Cultural Council of Nakhon Si Thammarat Province, 2017, pp. 81-11.
- 2015 (a book with Barbara Watson Andaya). *A History of Early Modern Southeast Asia*. Cambridge: Cambridge University Press.

**Field Research Experience:** N/A

**Courses Taught:** See Appendix 2, History

**Number of Dissertations & theses supervised in the last five years:** N/A

**Distinctions:** N/A

Key to ratings of language skills: 5 = highly educated native speaker; 4 = fluent, native speaker; 3 = professional functionality; 2 = functional; 1 = survival

5. **ARBOLEDA, Pia** Associate Professor (Tenured) IPLL  
**Appointment year:** 2008  
**Percent of time devoted to area and international studies:** 100%  
**Educational Background:** Ph.D. (Literature) De La Salle University, 2003  
**Foreign Language Competence:** Tagalog 4+  
**Research/Teaching Specializations:** Tagalog language, Philippine Folklore, Translation  
**Recent publications (Last five years):** N/A  
**Field Research Experience:** N/A  
**Courses Taught:** Fil 435: Translation Theory and Practice, Fil 401: Fourth Level Filipino I, Fil 402: Fourth Level Filipino II, IP 360: Filipino Food, Music and Rituals, IP 370: Philippine Travelogue: People, Places, Practices, IP 431: Rizal's Life and Writing, IP 396: Philippine Folklore  
**Numbers of dissertations & theses supervised in last five years:** N/A  
**Distinctions:** Regents' Medal for Excellence in Teaching, University of Hawaii (2015)

\*\*\*

6. **AUNG-THWIN, Michael** Professor (Tenured) Asian Studies  
**Appointment year:** 1994  
**Percent of time devoted to area and international studies:** 100%  
**Educational Background:** Ph.D. (History) University of Michigan, Ann Arbor, 1976  
**Foreign Language Competence:** Burmese 5, German 1, French 1  
**Research/Teaching Specialization:** Burma, Thailand, & SEA in early modern period  
**Recent Publication (Last Five years):** 2  

- 2017 *Myanmar in the Fifteenth-Century: A Tale of Two Kingdoms* (Honolulu, University of Hawaii Press).
- 2013 "Continuing, Re-emerging, and Emerging Trends in Southeast Asian History, *TRaNS: Trans-Regional and -National Studies of Southeast Asia*, Cambridge University Press, vol. 1, no. 1 (January 2013), 87-104.
- 2013 "Those Men in Saffron Robes," *Journal of Burma Studies*, vol. 17, no. 2 (2013, pp. 243-334).

**Field Research Experience:** N/A  
**Courses Taught:** ASAN 491S/620: Making of Modern Myanmar, ASAN 491S/620: Asia Through Fiction, ASAN 491S/620: Imperialism, Colonialism, and Nationalism in Southeast Asia, ASAN 671: The Splendor that was Southeast Asia, ASAN 750: Research Seminar on Southeast Asia  
**Number of Dissertations & theses supervised in the last five years:** N/A  
**Distinctions:**  
 Director of the Center for Southeast Asian Studies, Northern Illinois University, DeKalb, Illinois  
 John D. Rockefeller III Fellow  
 Social Science Research Council/American Council of Learned Societies Fellow

Key to ratings of language skills: 5 = highly educated native speaker; 4 = fluent, native speaker; 3 = professional functionality; 2 = functional; 1 = survival

7. **AZMI, Nezia**                      APT                      College of Education

**Appointment year:**

**Percent of time devoted to area and international studies:** 100%

**Educational Background:** MA in Asian Studies, UH Mānoa, 2010

**Foreign Language Competence:** Malay 5, Indonesian 5, English 5

**Research/Teaching Specialization:** Southeast Asian performing arts and identity; Outreach strategy and implementation for performing arts initiatives with Southeast Asian theme/traditions

**Recent Publication (Last Five years):** N/A

**Field Research Experience:** N/A

**Courses Taught:** N/A

**Number of Dissertations & theses supervised in the last five years:** N/A

**Distinctions:** N/A

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8. **BARKER, Nicholas**                      Fellow                      East-West Center

**Appointment year:**

**Percent of time devoted to area and international studies:** 100%

**Educational Background:** Ph.D. Cambridge University, U.K.

**Foreign Language Competence:** N/A

**Research/Teaching Specialization:** Leadership, Philippine Studies, Southeast Asian Studies, Religion and Power, Religious Self-Mortification, Anthropology of Pain

**Recent Publication (Last Five years):** N/A

**Field Research Experience:** N/A

**Courses Taught:** N/A

**Number of Dissertations & theses supervised in the last five years:** N/A

**Distinctions:** N/A

Key to ratings of language skills: 5 = highly educated native speaker; 4 = fluent, native speaker; 3 = professional functionality; 2 = functional; 1 = survival

9. **BIGALKE, Terance W.** Senior Fellow East-West Center

**Appointment year:**

**Percent of time devoted to area/international studies:** 100%

**Educational Background:** Ph.D., University of Wisconsin-Madison

**Foreign Language Competence:** Indonesian 4

**Research specializations:** Indonesian history, international higher education

**Recent publications:**

- 2015 *English for ASEAN Integration: Policies and Practices in the Region* (Co-edited with Salbrina Sharbawi; Bandar Seri Begawan: Universiti Brunei Darussalam, 2015.)
- 2015 *Leadership for Social Justice in Higher Education: The Legacy of the Ford Foundation International Fellowships Program* (Co-edited with Mary S. Zurbuchen; New York: Palgrave Macmillan, 2015)

**Field Research Experience:** N/A

**Courses Taught:** N/A

**Number of dissertations supervised in last five years:** N/A

**Distinctions:** Member of the board of the American Institute for Indonesian Studies (AIFIS)

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10. **BLUST, Robert** Professor (Tenured) Linguistics

**Appointment Year:** 1984

**Percent of time devoted to area and international studies:** 30 %

**Educational Background:** Ph.D. (Linguistics), University of Hawaii at Manoa, 1974

**Foreign Language Competence:** Indonesian 3, Dutch 3, German 3, French 3

**Research/Teaching Specialization:** historical linguistics, Austronesian culture history, dragons and rainbows

**Recent Publication (Last Five years):** 33

- 2014. (With Alexander D. Smith). *A bibliography of the languages of Borneo (and Madagascar)*. Borneo Research Council Reference Series No. 2. Phillips, Maine: Borneo Research Council, Inc. 218pp.
- 2018 *101 problems and solutions in historical linguistics: a workbook (with the editorial assistance of Hsiu-chuan Liao)*. Edinburgh University Press. Ms., 365pp.

**Field Research Experience:** Malaysia 1971, Papua New Guinea 1975, Taiwan 1994-1999.

**Courses Taught:** Linguistics, Ling. 630: Field Methods(Tindal Dusun and Tetun), Ling. 770: Areal linguistics: Survey of the Austronesian language family, Ling. 770: Areal linguistics: The languages of Borneo, Ling. 770: Areal linguistics: The Philippine language family

**Number of Dissertations & theses supervised in the last five years:** 5

**Distinctions:** Who's Who in the World, Wrote article on Austronesian languages for Encyclopedia Britannica, Fellow of Linguistic Society of America (2016), Lifetime Achievement Award in Research from UH Linguistics Department (2017)

Key to ratings of language skills: 5 = highly educated native speaker; 4 = fluent, native speaker; 3 = professional functionality; 2 = functional; 1 = survival

11. **BREAZEALE, Kennon** Projects Coordinator East-West Center

**Appointment year:**

**Percent of time devoted to area/international studies:** 100%

**Educational Background:** Ph.D (Southeast Asian History), University of Oxford, UK

**Foreign Language Competence:** N/A

**Research specializations:**

**Recent publications:**

- 2017 Breazeale, Kennon. 2017. The 1731 edict on missionary activities. *Journal of the Siam Society* 105:141–51.

**Field Research Experience:** N/A

**Courses Taught:** N/A

**Number of Dissertations & theses supervised in the last five years:** 5

**Distinctions:** N/A

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12. **BUTLER, John** Professor (Tenured) Management & Industrial Relations

**Appointment year:**

**Percent of time devoted to area/international studies:** 15%

**Educational Background:** PhD New York University

**Foreign Language Competence:** Thai 3

**Research specializations:**

**Recent publications:**

- 2016 Butler, John E., Chamornmarn, Wai and Ko, Stephen. The Impact of Distance from a Nation's Commercial Center on Entrepreneurs' Managerial Skills, Firm Success and Performance. International Journal of Education and Human Developments, Vol. 2 (5), pp. 22-29.
- 2015 Butler, John E. and Stephen Ko. Family Systems, Family Business Systems and System Dynamics. Journal of Contemporary Business Issues, Vol. 4(4), pp. 86-102.

**Field Research Experience:** N/A

**Courses Taught:** Foundations of Entrepreneurship (MGT 320), Project and Venture Management (MGT 321), Doctoral Seminar in International Organization Theory (MGT 650), Entrepreneurship: Asia and Pacific MGT 670E, Transnational Management MGT 342, MBA Consulting Practicum BUS 696, Ethics BUS 628, Family Business MGT 450, Strategic Management BUS 632, Business, Government and External Environment (BUS 627)

**Number of Dissertations & theses supervised in the last five years:** 1

**Distinctions:** N/A

Key to ratings of language skills: 5 = highly educated native speaker; 4 = fluent, native speaker; 3 = professional functionality; 2 = functional; 1 = survival



13. **CARLSON, Kimberly** Professor (pre-tenured) NREM

**Appointment year:**

**Percent of time devoted to area and international studies:** 40%

**Educational Background:** PhD, Yale University, School of Forestry and Environmental Studies

**Foreign Language Competence:** Indonesian 2, Portuguese 3

**Research/Teaching Specializations:** Land Systems Science, Environmental Governance, Tropical Commodities

**Recent publications (Last five years):** 16

- 2017 Noojipady P, DC Morton, W Schroeder, **KM Carlson**, C Huang, HK Gibbs, D Burns, NF Walker, SD Prince. 2017. Managing fire risk during drought: the influence of certification and El Niño on fire-driven forest conversion for oil palm in Southeast Asia. *Earth System Dynamics* 8:749-771.
- 2017 **Carlson KM**, JS Gerber, ND Mueller, M Herrero, GK MacDonald, KA Brauman, P Havlik, CS O'Connell, JA Johnson, S Saatchi, and PC West. 2017. Greenhouse gas emissions intensity of global croplands. *Nature Climate Change* 7:63-68.
- 2016 Ponette-González AG, LM Curran, AM Pittman, **KM Carlson**, BG Steele, D Ratnasari, Mugiman, and KC Weathers. 2016. Biomass burning drives atmospheric nutrient redistribution within forested peatlands in Borneo. *Environmental Research Letters* 11: 085003.
- 2016 Gerber JS, **KM Carlson**, D Makowski, ND Mueller, IG de Cortazar-Atauri, P Havlik, M Herrero, M Launay, CS O'Connell, P Smith, and PC West. 2016. Spatially explicit estimates of N<sub>2</sub>O emissions from croplands suggest climate mitigation opportunities from improved fertilizer management. *Global Change Biology* 22: 3383-3394.

**Field Research Experience:**

**Courses taught:** NREM 302 - Natural Resource and Environmental Policy, NREM 494 - Environmental Problem Solving, NREM 631 - Sustainable Agriculture Seminar, NREM 691 - Human Dimensions of Natural Resources, NREM 640 (new course) - Land Systems Science

**Numbers of dissertations & theses supervised in last two years:** 1

**Distinctions:**

Key to ratings of language skills: 5 = highly educated native speaker; 4 = fluent, native speaker; 3 = professional functionality; 2 = functional; 1 = survival

14. **CHAN, Catherine**                      Professor (Tenured)                      NREM

**Year of Appointment:**

**Percent of time devoted to area and international studies:** 30%

**Educational Background:** Ph.D

**Foreign Language Competence:**

**Research/Teaching Specialization:** Applied and agricultural economics, resource economics, non-market valuation and cognitive mapping.

**Recent Publication (Last Five years):**

- 2017 Chan, C., Sipes, B. and Lee, T. (eds). 2017. Enabling Agri-entrepreneurship and Innovation: Empirical Evidence and Solutions for Conflict Regions and Transitioning Economies. CAB International. ISBN-13:978 1 78064 775 3, 214 pp.
- 2017 Chan, C. and Fantle-Lepczyk, J. (eds). 2015. Conservation Agriculture in Subsistence Farming: Case Studies from South Asia and Beyond. CAB International. ISBN 978-1-78064-423-3, 264 pp.
- 2017 Chan, C., Sipes, B. and Lee, T. (eds). 2017. Enabling Agri-entrepreneurship and Innovation: Empirical Evidence and Solutions for Conflict Regions and Transitioning Economies. CAB International. ISBN-13:978 1 78064 775 3, 214 pp.
- 2015 Chan, C. and Fantle-Lepczyk, J. (eds). 2015. Conservation Agriculture in Subsistence Farming: Case Studies from South Asia and Beyond. CAB International. ISBN 978-1-78064-423-3, 264 pp.

**Field Research Experience:**

**Courses Taught:** department, course number NREM 671

**Number of Dissertations & theses supervised in the last five years:**

**Distinctions:** N/A

Key to ratings of language skills: 5 = highly educated native speaker; 4 = fluent, native speaker; 3 = professional functionality; 2 = functional; 1 = survival

15. **CLARIZA, Maria Elena**                      Hamilton Library – Asia Collection

**Year of Appointment:**

**Percent of time devoted to area and international studies:** 100%

**Educational Background:** Ph.D. in Education, University of Hawai'i at Mānoa

**Research/Teaching Specialization:** Critical Digital Pedagogy, Human Trafficking in Conflict Zones in the Philippines

**Recent Publication (Last Five years):**

-2018 (in press): Critical Digital Pedagogy and Cultural Sensitivity in the Library Classroom: College and Research Libraries News

-2016: "Ub-Ufok Ad Fiallig: Tales of Enchantment from Barlig, Mountain Province Module Project." University of Hawaii Center for Southeast Asian Studies.

-2014: "Sailing into our past and future: Maritime Southeast Asian and Pacific Canoes and our integral relationship with the ocean." Polynesian Voyaging Society.

**Field Research Experience:** Cambodia 1994 - present

**Courses Taught:** Library and Information Science (LIS) 690 (UHM-LIS):

Fashion, Design and Merchandising, 418 (UHM-CTAR): Costumes and Cultures of South and Southeast Asia , Asian Studies 491P (UHM-Center for Philippine Studies): Identity, Self-Determination, and Conflict in Asia-Pacific Region: Mindanao and Hawai'i

**Number of Dissertations & theses supervised in the last five years:** 4

**Distinctions:**

Key to ratings of language skills: 5 = highly educated native speaker; 4 = fluent, native speaker; 3 = professional functionality; 2 = functional; 1 = survival

16. **CHAPMAN, William R.** Professor (Tenured) American Studies

**Year of Appointment:** 1993

**Percent of time devoted to area and international studies:** 50%

**Educational Background:** Ph.D. University of Oxford, England, 1982

**Research/Teaching Specialization:** Architectural conservation, heritage management, architectural history

**Recent Publication (Last Five years):**

- 2018 *Ancient Sites of Southeast Asia: A Traveler's Guide through History, Ruins, and Landscapes*. Bangkok: River Books. February 2018.
- 2016 Architectural Conservation Training in Asia. In John H. Stubbs and Robert G. Thomson, eds. *Architectural Conservation in Asia: National Experiences and Practice*. London: Routledge, 2016, pp. 18-22.
- 2016 New Design in Heritage Contexts. In John H. Stubbs and Robert G. Thomson, eds. *Architectural Conservation in Asia: National Experiences and Practice*. London: Routledge, 2016, pp. 146-149.
- 2016 Ancient Ruins and their Landscape Settings. "Na Jua:" *Journal of the Faculty of Architecture Silpakorn University* and *AHMT: Architectural Management and Tourism* [Silpakorn University Journal, International Program in Architectural Heritage Management and Tourism] Special Combined Issue 31 (February 2016), 39-62.

**Field Research Experience:** Cambodia 1994 - present

**Courses Taught:** Preservation: Theory and Practice (AmSt 675/Arch 628/Plan 675), Historic Preservation (AmSt 645/ Anth 645) Preservation, Hawaii, Asia and the Pacific (AmSt 474/Arch 474), Asia Pacific Architecture (Arch 715)

**Number of Dissertations & theses supervised in the last five years:** 4

**Distinctions:**

Key to ratings of language skills: 5 = highly educated native speaker; 4 = fluent, native speaker; 3 = professional functionality; 2 = functional; 1 = survival

17. **DANIEL, Shirley**            Professor            School of Accountancy

**Appointment year:**

**Percent of time devoted to area and international studies:**

**Educational Background:** PhD, Oklahoma State University

**Foreign Language Competence:**

**Research/Teaching Specializations:** Accounting

**Recent publications (Last five years):** 1

- 2016 Kim, J., Daniel, S. Religion and Corporate Governance: Evidence from 32 Countries. *Asia Pacific Journal of Financial Studies*, 2016(45), 281-308.

- 2014 Daniel, S., Serapio, M. Special Issue: IB Education in the Pacific Basin Region, Special Issue. *Journal of Teaching in International Business*, 25(3), 161-262.

**Field Research Experience:**

**Courses Taught:** ACC 202, BUS 377, ACC 460B, BUS 624, BUS 624E

**Numbers of dissertations & theses supervised in last five years:** 5

**Distinctions:** N/A

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18. **DAS, Ashok**            Asst. Professor (not tenured)            Urban and Regional Planning

**Appointment year:** 2011

**Percent of time devoted to area and international studies:** over 80%

**Educational Background:** Ph.D. (Urban Planning) University of California at Los Angeles, 2008

**Foreign Language Competence:** Bahasa Indonesia 3

**Research/Teaching Specializations:** Slum upgrading, urban services for the poor, affordable shelter, Inclusionary zoning, Community participation and empowerment, Civil society and NGOs in urban planning and development, Integrated community-based microfinance for urban poverty alleviation, Disaster risk reduction

**Recent publications (Last five years):** 11

**Field Research Experience:** Indonesia, Thailand, Philippines

**Courses Taught:** PLAN 630 Urban and Regional Planning in Asia; PLAN 633 Globalization and Urban Policy.

**Numbers of dissertations & theses supervised in last five years:** 43

**Distinctions:** 2016 UHM Chancellor's Citation for Meritorious Teaching

Key to ratings of language skills: 5 = highly educated native speaker; 4 = fluent, native speaker; 3 = professional functionality; 2 = functional; 1 = survival

**19. EDWARDS Jr., D. Brent**

Assistant Professor

College of Education

**Appointment year:**

**Percent of time devoted to area and international studies:** 35%

**Educational Background:** PhD, University of Maryland

**Foreign Language Competence:** Spanish 4

**Research/Teaching Specializations:** Accounting

**Recent publications (Last five years):** 1

- 2018 Edwards Jr., D. B. *Global education policy, impact evaluations, and alternatives: The political economy of knowledge production*. New York: Palgrave MacMillan.

- 2018 Edwards Jr., D. B. *The trajectory of global education policy: Community-based management in El Salvador and the global reform agenda*. New York: Palgrave MacMillan.

- 2015 Kitamura, Y., Edwards Jr., D. B., Chhinh, S., & Williams, J. (Eds.). (2015). *The political economy of schooling in Cambodia: Issues of equity and quality*. New York: Palgrave MacMillan.

- 2015 Edwards Jr., D. B., & Ávalos, E. (2015). *Resistance to, and adaptation of, the program for Education with Community Participation in El Salvador: The experience of Santa Marta and its inversion of neoliberal reform logic*. San Salvador, El Salvador: Universidad Centroamericana. [In Spanish]

**Field Research Experience:**

**Courses Taught:** EDEF675: Introduction to Education Policy Studies, EDEF310: Education in American Society, EDEF610: Foundations of Educational Theory, EDEF767: Theory of the Education System

**Numbers of dissertations & theses supervised in last five years:** supervising 4 PhD

**Distinctions:** Nominated as a candidate for the Board of Directors, Comparative and International Education Society, November, 2017.

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**20. FELDMAN, Jerome**

Lecturer

Dept. of Arts and Arts History

**Appointment year:**

**Percent of time devoted to area and international studies:** 90%

**Educational Background:** PhD, Columbia University

**Foreign Language Competence:** Indonesian, German, Spanish, Dutch, French

**Research/Teaching Specializations:** Hawaiian/Pacific, Southeast Asia, Tribal arts

**Recent publications (Last five years):**

**Field Research Experience:**

**Courses Taught:** ART 475, 479, also special course for Southeast Asian Studies on Tribal Southeast Asian architecture.

**Numbers of dissertations & theses supervised in last five years:** 1

**Distinctions:** Slade Visiting Professor, King's College Cambridge.

Key to ratings of language skills: 5 = highly educated native speaker; 4 = fluent, native speaker; 3 = professional functionality; 2 = functional; 1 = survival

21. **FOX, Jefferson** Senior Fellow

East-West Center

**Appointment year:** 1985

**Percent of time devoted to area and international studies:** 100%

**Educational Background:** Ph.D. (Development Studies) University of Wisconsin-Madison

**Foreign Language Competence:** Nepali 2+, Indonesian 3.

**Research/Teaching Specializations:** Land cover/land-use change in Southeast Asia; Forest fragmentation and degradation; Community-based management of natural resources in South and Southeast Asia

**Recent publications (Last five years):** 17

- 2017 Finucane, M., T. Nghiem, S. Saksena, J.H. Spencer, J. Fox, L. Nguyen, D.T. Trinh, D.V. Tran and N.D. Lewis. 2017. Perceived Risk of Avian Influenza in Poultry and Urbanization in Northern Vietnam: Results from a Household Survey. *EcoHealth* 14:144-154.
- 2017 Hurni, K., A. Schneider, A. Heinemann, D.H. Nong, D.H. and J. Fox. 2017. Mapping the Expansion of Boom Crops in Mainland Southeast Asia Using Dense Time Stacks of Landsat Data. *Remote Sensing* 9(4): 320-326.
- 2016 Shirai, Y., J. Fox, S.J. Leisz, H. Fukui, and A.T. Rambo. 2017. The Influence of Local Non-Farm Employment on Rural Household Structure in Northeast Thailand. Forthcoming. *Journal of Rural Studies* 54: 52-59.
- 2016 Fox, J. 2016. Community forestry, labor migration, and agrarian change in a Nepali village: 1980 to 2010. *Journal of Peasant Studies*. 12: 1-20.

**Field Research Experience:**

**Courses Taught:**

**Numbers of dissertations & theses supervised in last five years:** N/A

**Distinctions:** N/A

Key to ratings of language skills: 5 = highly educated native speaker; 4 = fluent, native speaker; 3 = professional functionality; 2 = functional; 1 = survival

**22. HALAGAO, Patricia** Professor (Tenured) College of Education

**Appointment year:** 2011

**Percent of time devoted to area and international studies:** 25%

**Educational Background:** Ph.D. (Curriculum Studies) University of Washington

**Foreign Language Competence:** Tagalog 1

**Research/Teaching Specializations:** multicultural education and social studies with emphasis on Philippine and Filipino American curriculum and pedagogy, culturally responsive evaluation

**Recent publications (Last five years):** 1

- 2017 Halagao, P.E. Equity in Learning: Meeting the needs of our multilingual students in Hawai'i. *Kappa Delta Pi Record*, 53 (2), pp. 91-94.
- 2017 Halagao, P.E. & Kaomea, J. On My Honor: Creating space for thinking and living Girls Scouts differently in (post)colonial Hawai'i. *Gender and Education*.  
Online <http://dx.doi.org/10.1080/09540253.2017.1288858>, pp. 1-16.
- 2016 Halagao, P.E. Exposing K-12 Filipino achievement gaps and opportunities in Hawai'i public schools. *Educational Perspectives*, 48 (1&2) pp. 6-19.
- 2016 Halagao, P.E. & Libarios, N. Tinalak: Envisioning the next generation of teachers. *Educational Perspectives*, 48 (1&2), p. 1.

**Field Research Experience:** N/A

**Courses Taught:** ITE 360 Introduction of Multicultural Education, ITE 440 Curriculum Implications for Multicultural Education, EDCS 630 Cultural Diversity and Education, EDCS 769 Curriculum Evaluation, .

**Numbers of dissertations & theses supervised in last five years:** 8

**Distinctions:** 2016 Kuleana Award, Teach for America – Hawai'i, 2014 Nominee, Excellence in Teaching Award, University of Hawai'i System, 2014 100 Most Influential Filipina Women in the World Award, Filipina Women's Network, Manila, Philippines

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**23. HARTMAN, Ann** Education Dean East-West Center

**Appointment year:** 2018

**Percent of time devoted to area and international studies:** 25%

**Educational Background:** MA, UMass Amherst

**Foreign Language Competence:**

**Research/Teaching Specialization:** Leadership training, professional development for journalist, young leaders, women entrepreneurs

**Recent Publication (Last Five years):**

**Field Research Experience:** Cambodia, China, Indonesia, Korea, Japan, Vietnam, Philippines, Pakistan, Myanmar and India

**Courses Taught:**

**Distinctions:**

Key to ratings of language skills: 5 = highly educated native speaker; 4 = fluent, native speaker; 3 = professional functionality; 2 = functional; 1 = survival



24. **HEFNER, Carl** Professor (Tenured) Kapio‘lani Community College  
**Appointment year:** 1997  
**Percent of time devoted to area and international studies:** 25%  
**Educational Background:** Ph.D. University of Hawaii at Manoa, 1994  
**Foreign Language Competence:** Indonesian 2  
**Research/Teaching Specialization:** Southeast Asia/Cultural/Visual Anthropology/Asian Studies  
**Recent Publication (Last Five years):**  
Awakening the Dragon (Vietnam)  
Lead article, UH Press volume entitled At Home and In the Field - "Tempting the Nāga: Local Knowledge and Mysteries of the Mekong"  
**Field Research Experience:** Indonesia  
**Courses Taught:** Anthropology 151, 200, 210, 215, Asian 100, Asian 491z  
**Distinctions:**

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25. **HIRATA-KIMURA, Aya** Associate Professor (Tenured) Sociology  
**Appointment year:** 2007  
**Percent of time devoted to area and international studies:** 75%  
**Educational Background:** Ph.D. (Sociology) University of Wisconsin-Madison, 2006  
**Foreign Language Competence:** Japanese 5, Indonesian 3  
**Research/Teaching Specializations:** Science and Technology Studies, Sociology, Gender Studies, Asian Studies  
**Recent publications (Last five years):** 20, including 2 books.  
- 2016 *Radiation Brain Moms and Citizen Scientists: The Gender Politics of Food Contamination after Fukushima* (Duke University Press, 2016),  
- 2016 *Food and Power: Visioning Food Democracy in Hawai‘i* (co-editor, UH Press, 2016).  
**Field Research Experience:** Indonesia, Thailand  
**Courses Taught:** SOC 305, 367, 400, 670 (taught as 715 in Spring 18)  
**Numbers of dissertations & theses supervised in last five years:** 5  
**Distinctions:** National Science Foundation grant, Japan Foundation grant, Rural Sociological Society Outstanding Scholarly Award for *Hidden Hunger*, College of Social Sciences Excellence in Teaching Award, University of Hawaii President’s Award in Outstanding Teaching in Sustainability

Key to ratings of language skills: 5 = highly educated native speaker; 4 = fluent, native speaker; 3 = professional functionality; 2 = functional; 1 = survival

26. **HOLTON, Gary**                      Professor (Tenured)                      Linguistics

**Appointment year:**

**Percent of time devoted to area and international studies:** 75%

**Educational Background:** Ph.D from University of California Santa Barbara, 2000

**Foreign Language Competence:** Indonesian 3

**Research/Teaching Specializations:** language documentation; linguistic field work; linguistic typology; Austronesian and Papuan languages; bio-cultural diversity

**Recent publications (Last five years):**

- 2018 Holton, Gary. 2018. Interdisciplinary language documentation. *Oxford Handbook of Endangered Languages*, ed. by Kenneth Rehg and Lyle Campbell. Oxford University Press.
- 2018 Holton, Gary. 2018. Place naming strategies in Inuit-Yupik and Dene languages in Alaska. *Language, Memory and Landscape: Experiences from the Boreal Forest to the Tundra*, ed. by Kenneth Pratt and Scott Heyes. University of Calgary Press.
- 2018 Berez-Kroeker, Andrea L., Lauren Gawne, Susan Kung, Barbara F. Kelly, Tyler Heston, Gary Holton, Peter Pulsifer, David Beaver, Shobhana Chelliah, Stanley Dubinsky, Richard Meier, Nicholas Thieberger, Keren Rice, and Anthony Woodbury. 2018. Reproducible research in linguistics: A position statement on data citation and attribution in our field. *Linguistics* 56(1).
- 2018 Holton, Gary. 2018. Emerging digital domains for Native American languages. *Handbook of North American Indian vol. 1: Introduction*, ed. by Igor Krupnik. Washington, DC: Smithsonian.

**Courses Taught:** LING 680, 710, 720, 640G, 750G, 770; IS 750

**Numbers of dissertations & theses supervised in last five years:** 5

**Distinctions:** Research grants from National Science Foundation totaling over \$3.5 million

Key to ratings of language skills: 5 = highly educated native speaker; 4 = fluent, native speaker; 3 = professional functionality; 2 = functional; 1 = survival

27. **HOONCHAMLONG, Yuphaphann** Assistant Professor (Tenured) IPLL

**Appointment year:** 2001

**Percent of time devoted to area and international studies:** 100%

**Educational Background:** Ph.D. (Linguistics) University of Wisconsin-Madison, 1991

**Foreign Language Competence:** Thai 5, English 3, French 1

**Research/Teaching Specialization:** Thai language and linguistics, Teaching Thai as a Foreign Language, Internet and Computer Technology in research and education.

**Recent Publication (Last Five years)**

- 2017 Online Interactive Multimedia E-Book with audio for *Thai Language and Culture Book 1*, accessible from <https://sites.google.com/a/hawaii.edu/thai-language-and-culture-for-beginners-resources/home/tlcb-book-1>
- 2016 Online Interactive Multimedia E-Book with audio for *Thai Language and Culture Book 2*, accessible from <https://sites.google.com/a/hawaii.edu/thai-language-and-culture-for-beginners-resources/home/tlcb-book-2/tlcb2-e-book>
- 2015 Online Interactive Multimedia AV Resources for *Thai Language and Culture for Beginners Book 1 & Book 2*, accessible from <http://bit.ly/TLCB-Resources>

**Field Research Experience:** Regional Thailand

**Courses Taught:** Thai 107 Reading and Writing Thai Scrip, Thai 101/102 First Level Thai I/ First Level Thai II, Thai 201/202 Second Level Thai I/ Second Level Thai II, Thai 301/102 Third Level Thai I/Third Level Thai II, Thai 401/40 Fourth Level Thai I/ Fourth Level Thai II, Thai 103/104 Conversational Thai I/Conversational Thai II, Thai 105/106 [online/hybrid courses] Reading and Writing Thai I/ Reading and Writing Thai II, Thai 415 Thai Language in the Media, IP 465B Southeast Asian Language Teaching, IP 499 Directed Studies. IP 699 Directed Research, Thai 461 C Readings in Thai Contemporary Prose Literature: the Short Story (1970-present), IP 361/ ASAN 361 SE Asian Lit in Translation

**Number of Dissertations & theses supervised in the last five years:** N/A

**Distinctions:** N/A

Key to ratings of language skills: 5 = highly educated native speaker; 4 = fluent, native speaker; 3 = professional functionality; 2 = functional; 1 = survival

28. **KERKVLIT, Benedict J. Tria** Professor Political Science

**Percentage of time dedicated to area:** 80%

**Education Background:** PhD University of Wisconsin – Madison, 1972

**Foreign Language Competence:** Tagalog 3, Vietnamese 2

**Research specializations:** state-society relations in Southeast Asia, emphasis on the Philippines and Vietnam in the 20<sup>th</sup> and 21<sup>st</sup> centuries.

**Recent publications:**

- 2015 “Democracy and Vietnam,” in *Routledge Handbook on Southeast Asian Democratization*, edited by William Case (London: Routledge, 2015), 426-441.
- 2015 “Regime Critics: Democratization Advocates in Vietnam, 1990s-2014,” *Critical Asian Studies*, 47:3 (2015), 359-387.
- 2014 “Government Repression and Toleration of Dissidents in Contemporary Vietnam,” in *Politics in Contemporary Vietnam*, edited by Jonathan London (New York: Palgrave Macmillan, 2014), 100-134.
- 2014 “Protests over Land in Vietnam: Rightful Resistance and More,” *Journal of Vietnamese Studies*, vol. 9 (Summer 2014): 19-54.

**Field Research Experience:** Several lengthy residencies in the Philippines, Vietnam, and Australia to do research and teach. Visitor and other short affiliations at universities in Germany and The Netherlands.

**Numbers of dissertations & theses supervised in last five years:** 14

**Distinctions:**

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29. **KIMURA, Ehito** Associate Professor (Tenured) Political Science

**Appointment year:** 2006

**Percent of time devoted to area and international studies:** 50%

**Educational Background:** Ph.D. (Political Science) University of Wisconsin-Madison, 2006

**Foreign Language Competence:** Japanese 4, Indonesian 2+

**Research/Teaching Specializations:** Global/comparative politics; Southeast Asian Politics

**Recent publications (Last five years):** 3

- 2015 Kimura, Ehito. The Struggle for Justice and Reconciliation in Post-Suharto Indonesia. *Southeast Asian Studies*, Vol. 4, No. 1, April 2015, pp. 73-93.
- 2014 Kimura, Ehito. “Globalization and the Asia Pacific and South Asia.” In *The SAGE Handbook of Globalization*, edited by Manfred B. Steger, Paul Battersby, and Joseph M. Siracusa, Vol. 2. Thousand Oaks, CA: SAGE Publications Ltd, 2014.
- 2014 Kimura, Ehito. “The Problem of Transitional Justice in Post-Suharto Indonesia.” *Middle East Institute. Pathways to Transitional Justice in the Arab World — Reflections on the Asia Pacific Experience*, February 21, 2014.

**Field Research Experience:** Indonesia

**Courses Taught:** POLS 150 Intro to Global Political, POLS 640 Seminar in Comparative Politics, POLS 680 Seminar in Asian Politics, POLS 150 Intro to Global Political, POLS 110A Introduction to Political Science (Honors), POLS 406 Senior Seminar

**Numbers of dissertations & theses supervised in last five years:** 7

**Distinctions:**

Key to ratings of language skills: 5 = highly educated native speaker; 4 = fluent, native speaker; 3 = professional functionality; 2 = functional; 1 = survival

30. **KOZOK, ULI** Professor (Tenured) Indo-Pacific Languages and Literatures

**Appointment year:** 2001

**Percent of time devoted to area and international studies:** 100%

**Educational Background:** Ph.D. (Austronesian Languages and Cultures), University of Hamburg, 1994

**Foreign Language Competence:** Indonesian 4, German 5, English 5, Dutch 4

**Research/Teaching Specialization:** Island SEA Philology, Mission History of Indonesia, Development of Distance Learning Language Courses

**Recent Publication (Last Five years)** 5

- 2015. Kozok, Uli, *A 14<sup>th</sup> century Malay Code of Laws: The Nītisārasamuccaya. With contributions by Thomas Hunter, Waruno Mahdi, and John Miksic*. ISEAS Publications, Singapore. xvii, 408 pp.
- 2015 Kozok, Uli “Ein malaiischer „Leitfaden der Staatskunst“ aus dem 14. Jahrhundert.” In Mai Lin Tjoa-Bonatz and Andreas Reinecke, (Eds.) *Im Schatten von Angkor: Archäologie und Geschichte Südostasiens*. pp. 122-123. Darmstadt: Philipp von Zabern.
- 2014 Kozok, Uli. “The Angkola-Mandailing Script: A Historical Perspective”. In: Daniel Perret, *History of Padang Lawas, North Sumatra. Vol. 2. Societies of Padang Lawas (mid-ninth – thirteenth century CE)*. Paris: École des Hautes Études en Sciences Sociales. pp. 255-282
- 2015 Kozok, Ulrich. “Publishing for easy credits: An Indonesian case”. The Newsletter: Encouraging knowledge and enhancing the study of Asia. International Institute for Asian Studies. Leiden. Vol. 72, Autumn 2015. p. 24.

**Field Research Experience:**

**Courses Taught:** ND103, 104, 203, 204, 305, 306, 307, 308, 401, 410, 461

**Number of Dissertations & theses supervised in the last five years:** N/A

**Distinctions:** 2016 Recipient of the University of Hawai'i at Manoa Excellence in Online Teaching Award.

Key to ratings of language skills: 5 = highly educated native speaker; 4 = fluent, native speaker; 3 = professional functionality; 2 = functional; 1 = survival

31. LANZONA, Vina                      Assistant Professor (Tenured)                      History

**Appointment year:** 2000

**Percent of time devoted to area and international studies:** 100%

**Educational Background:** Ph.D. (History) University of Wisconsin, Madison, 2000

**Foreign Language Competence:** Filipino 5, Spanish 4+

**Research/Teaching Specialization:** Philippines: precolonial, colonial and postcolonial periods;  
Southeast Asia: modern period Gender/Women

**Recent Publication (Last Five years)** 2

- 2015 *Orientalists, Propagandists, and Ilustrados, Filipino Scholarship and the End of Spanish Colonialism* by Megan C. Thomas (Minneapolis: University of Minnesota Press, 2012),  
*Journal of colonialism and Colonial History*, Vol. 15, No. 1 (Spring 2015).

**Field Research Experience:** Resident Director, Study Abroad Program, Seville Spain (1 year or 2 semesters), Manila, Philippines (1 semester); Visiting Professor, Department of History, Ateneo de Manila University (1 year)

**Courses Taught:** HIST406/ASAN 406: Modern Philippines, HIST 306: Modern Southeast Asia, HIST 492/ASAN 492: Women and Revolution, HIST 656: Topics in Southeast Asian History, HIST 658: Seminar in Modern Southeast Asia, HIST 350: Iberia in Asia and the Pacific

**Number of Dissertations & theses supervised in the last five years:** N/A

**Distinctions:** N/A

Key to ratings of language skills: 5 = highly educated native speaker; 4 = fluent, native speaker; 3 = professional functionality; 2 = functional; 1 = survival

32. **LAVY, Paul** Assistant Professor (Not Tenured) Art & Art History Department

**Appointment year:** 2008

**Percent of time devoted to area and international studies:** 100%

**Educational Background:** Ph.D. (Art History) University of California, Los Angeles

**Foreign Language Competence:** French 3, Sanskrit 2, Thai 1, Vietnamese 2, Khmer 2+

**Research/Teaching Specializations:** Teaching: Art/Architecture history of South Asia (pre-modern) and Southeast Asia (all periods), art of Cambodia and Thailand; early historical period (ca. 5<sup>th</sup> – 9<sup>th</sup> cent.) Hindu and Buddhist Art/Architecture in South and Southeast Asia; Southeast Asian sculpture; Vaishnava traditions in India and Southeast Asia

**Recent publications (Last five years):** 4

-2018 (paper finished and in press) Piphall Heng and Paul A. Lavy, “Pre-Angkorian Cities: Ishanapura and Mahendraparvata” (Singapore: Asian Civilisations Museum)

- 2018 (paper finished and in press) “Syncretism in Buddhist Architecture of Southeast Asia,” in a volume on Buddhist architecture (title to be determined), ed. Susan Huntington (University of Bonn: Studies in Asian Art and Culture Series)

- 2015 Paul A. Lavy and Wesley Clarke, “Integrating the Phong Tuek Viṣṇu: The Archaeology and Art History of a Forgotten Image,” *Journal of the Siam Society* 103 (2015), 19-62.

- 2014 “Conch-on-Hip Images in Peninsular Thailand and Early Vaiṣṇava Sculpture in Southeast Asia.” In *Before Siam: Essays in Art and Archaeology*, ed. Nicolas Revire and Stephen A. Murphy (Bangkok: River Books & The Siam Society, 2014), 152-173.

**Field Research Experience:** India, Viet Nam, Thailand

**Courses Taught:** ART 400C (Special Topics: Buddhist Art of Southeast Asia), ART 490B (The World of Angkor: Art/Architecture of Ancient Khmer Civilization), ART 490C (Art/Architecture of Thailand), ART 490D/ANTH 491 (The Monumental Past in Southeast Asia: Nationalism, Heritage, and Memory), ART 491B (Art/Architecture of Island Southeast Asia), ART 491C (Art/Architecture of Mainland Southeast Asia), ART 791 (Graduate Seminar in South/Southeast Asian Art History), ART 792/ASAN 792 (Orientalism and Visual Culture: History, Theory, Prospects)

**Numbers of dissertations & theses supervised in last five years:** N/A

**Distinctions:** N/A

Key to ratings of language skills: 5 = highly educated native speaker; 4 = fluent, native speaker; 3 = professional functionality; 2 = functional; 1 = survival

**33. LOONG, Chet-Yeng**

Professor

Music Department

**Appointment year:** 2013

**Percent of time devoted to area and international studies:** 100%

**Educational Background:** Ph.D. (Music) Kent State, 2010

**Foreign Language Competence:** Chinese 5, Malaysian 5

**Research/Teaching Specializations:** Early childhood and elementary music, Multicultural Music

**Recent publications (Last five years):**

- *2017 Effect of Singing Instruction on the Singing Voices of Children Between the Ages of Five and Eight* Orff Echo, Volume 49, No. 4, page 34-39, Summer 2017.
- *2016 Ni hao! Sing and Chant Your Way to China!* Book, DVD and SMARTboard CD-Rom, 2016, ISBN: 978-0-692-71030-2
- *2014 Assessment: Perceptions and Challenges of General and Choral Music Teachers* Orff Echo, Volume 46, No. 4, page 58 - 66, Summer 2014.
- *2014 Application of multicultural approach in Orff Schulwerk teaching* Korean Journal of Research in Music Education, Vol. 43, No. 2, June, 2014

**Field Research Experience:** Malaysia

**Courses Taught:** MUS 601 World Music for Young Children (graduate level), MUS 601 Practice, Measurement and Evaluation in Music Education (graduate level), MUS 651 Foundations of Music Education (graduate level), MUS 655 Music in Childhood (graduate level), MUS 699 Curriculum Innovations in Music Education (graduate level), MUS 695 Plan-B project (Final master written project), MUS 701C Research in Music Education (graduate level), MUS 250 Introduction to Music Education (music education majors), MUS 253 Elementary Music in Action (elementary majors), MUS 353 Integrating World Music in Education (elementary majors), MUS 354 General Music Methods (music education majors), MUS 451 Perspectives on K-12 Music Education (music education majors), MUS 454 Music in Special Education (music education and education majors), MUS 457 Asian Pacific Music in Education (music education and education majors), ITE 440 Curriculum Implications of Multicultural Education, Special Section: Teaching Asia and the Pacific (music education and education majors)

**Numbers of dissertations & theses supervised in last five years:** 1

**Distinctions:** Chair of the Music Education Area at the University of Hawai'i; President of the Hawai'i Music Education Association

Key to ratings of language skills: 5 = highly educated native speaker; 4 = fluent, native speaker; 3 = professional functionality; 2 = functional; 1 = survival



34. **McDONNELL, Bradley** Assistant Professor (Tenured-track) Linguistics  
**Appointment year:**  
**Percent of time devoted to area and international studies:** 50%  
**Educational Background:** PhD, Linguistics, University of California, Santa Barbara  
**Foreign Language Competence:** Indonesian (3), Besemah (3)  
**Research/Teaching Specialization:** Philippines: precolonial, colonial and postcolonial periods;  
 Southeast Asia: modern period Gender/Women  
**Recent Publication (Last Five years) 2**  
 - 2018 *Prospects of a community-driven language project in the Nasal speech community*,  
 Proceedings of FEL XXI: Communities in Control Conference.  
 - 2016 *Acoustic correlates of stress in Besemah*. In Yanti & McKinnon (eds.) *Studies in*  
*language typology and change*. NUSA 60.  
**Field Research Experience:** Austronesian, Language Documentation, Phonology, Syntax  
**Courses Taught:** LING630 (Field Methods) LING680 (Introduction to Language  
 Documentation), LING710 (Techniques in Language Documentation)  
**Number of Dissertations & theses supervised in the last five years:** N/A  
**Distinctions:** N/A

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35. **MOON, Byron** Lecturer Music Department  
**Appointment year:**  
**Percent of time devoted to area and international studies:** 75%  
**Educational Background:** B.A. (Music) University of Hawai'i at Mānoa  
**Foreign Language Competence:** Indonesian 1  
**Research/Teaching Specializations:** Javanese Gamelan  
**Recent publications (Last five years):** N/A  
**Field Research Experience:** Indonesia  
**Courses Taught:** MUS 311H Javanese Gamelan  
**Numbers of dissertations & theses supervised in last five years:** N/A  
**Distinctions:** N/A

Key to ratings of language skills: 5 = highly educated native speaker; 4 = fluent, native speaker;  
 3 = professional functionality; 2 = functional; 1 = survival

36. **MOSTAFANEZHAD, Mary** Assistant Professor Geography

**Appointment year:** PhD University of Hawaii at Manoa

**Percent of time devoted to area and international studies:** 75%

**Educational Background:** B.A. (Music) University of Hawai‘i at Mānoa

**Foreign Language Competence:** Thai

**Research/Teaching Specializations:** Political ecology, geopolitics, tourism studies, development studies

**Recent publications (Last five years):**

- 2014 **Mostafanezhad, M.** *Volunteer Tourism: Popular Humanitarianism in Neoliberal Times*, London: Routledge. (in paperback 2017)
- 2017 Suryanata, K. and **Mostafanezhad, M.** “The Value and Viability of Agro-Food Initiatives in Hawai‘i.” In Gupta, C. (Eds.), *Nourish: The Revitalization of Foodways in Hawai‘i*. Honolulu.
- 2016 Suryanata, K. **Mostafanezhad, M.**, Azizi, S. and Milne, N. “Labor of Meaning, Labor of Need: Organic Farm Volunteering in Hawai‘i.” In Kimura, A. and Suryanata, K. (Eds.), *Food and Power: Visions of Food Democracy*. Honolulu: University of Hawai‘i Press.
- 2016 Rickly, J. Hannam, K. and **Mostafanezhad, M.** “Introducing Tourism and Leisure Mobilities: Politics, Work and Play.” In Hannam, K., Rickly, J. and Mostafanezhad, M. (Eds.), *Tourism and Leisure Mobilities: Politics, Work and Play*. London: Routledge.

**Field Research Experience:** Thailand, Myanmar, Laos

**Courses Taught:** World Regional Geography (GEOG 102) Culture and Environment (GEOG 330), Geographies of Popular Culture (GEOG 425), Cultural Geographies of Tourism (GEOG 610), Cultural Geography (GEOG 757)

**Numbers of dissertations & theses supervised in last five years:** 5

**Distinctions:** N/A

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37. **O’HARROW, Stephen** Professor (Tenured) IPLL

**Appointment year:** 1968

**Percent of time devoted to area and international studies:** 100%

**Educational Background:** Ph.D, l’Université Paris-Sorbonne, 1972

**Foreign Language Competence:** Vietnamese 4, French 5, Mandarin 2+, Spanish 3

**Research/Teaching Specializations:** Philology / History / Culture of Viet Nam

**Recent publications (Last five years):** N/A

**Field Research Experience:** Viet Nam

**Courses Taught:** VIET 101, VIET 102, VIET 201, VIET 202, VIET 301, VIET 302

**Numbers of dissertations & theses supervised in last five years:** N/A

**Distinctions:** Chair, IPLL

Key to ratings of language skills: 5 = highly educated native speaker; 4 = fluent, native speaker; 3 = professional functionality; 2 = functional; 1 = survival

38. **OVERTON, Joseph L.** Professor (Tenured) Social Sciences  
**Appointment year:** 1974  
**Percent of time devoted to area and international studies:** 100%  
**Educational Background:** Ph.D. (Government and Politics) University of Maryland, College Park  
**Foreign Language Competence:** Thai 1, Vietnamese 2  
**Research/Teaching Specializations:** World Politics, Middle East Politics; Chinese Diaspora in SEA  
**Recent publications (Last five years):**  
**Field Research Experience:** Five Fulbright summer grants to Japan, Korea, Malaysia, Singapore, Israel and Palestine  
**Courses Taught:** World Politics POLS 120 and Politics of the Middle East POLS 207 in Social Sciences Department.  
**Numbers of dissertations & theses supervised in last five years:** None  
**Distinctions:** Co-founder and President, Japan Studies Association; Co-founder, Association of Regional Center for Asian Studies (ARCAS).

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39. **PADWE, Jonathan** Assistant Professor (not tenured) Department of Anthropology  
**Appointment year:** 2011  
**Percent of time devoted to area and international studies:** 66%  
**Educational Background:** Ph.D. (Anthropology & Environmental Studies) Yale University  
**Foreign Language Competence:** Spanish 4, Aché 4, Jarai 2+; Khmer 2+  
**Research/Teaching Specializations:** Southeast Asia, Cambodia, Vietnam, Environmental Anthropology, Agriculture, Development, Ethnohistory  
**Recent publications (Last five years):** 6  
 -2016 **Padwe, Jonathan.** Cambodia's highlanders: Land, livelihoods and the politics of indigeneity. Pp. 134-145 in *The Handbook of Contemporary Cambodia*. Catherine Brickell and Simon Springer, editors. London and New York: Routledge.  
 - 2016 Besky, Sarah and **Jonathan Padwe.** Placing plants in territory. *Environment and Society: Advances in Research* 7(1):9-28. doi: 10.3167/ares.2016.070102.  
 - 2015 Antonio Sorge, **Jonathan Padwe** and Sara Shneiderman, editors. *Resiting the Village*. Special issue of *Critique of Anthropology* 35(3).  
 - 2015 Sorge, Antonio and **Jonathan Padwe.** Introduction: The abandoned village? *Critique of Anthropology* 35 (3):235-247. doi:10.1177/0308275X15588618.  
**Field Research Experience:** Cambodia  
**Courses Taught:** ANTH 152 Culture and Humanity, ANTH 415 Ecological Anthropology, ANTH 446 Cultures of Southeast Asia , ANTH 482 Anthropology and the Environment: Culture, Power and Politics, ANTH 620h Theory in Social and Cultural Anthropology: Ecology, ANTH 711 Seminar in Research Design, ANTH 750 Seminar: Ethnographies of Southeast Asia  
**Numbers of dissertations & theses supervised in last five years:** 7  
**Distinctions:** 2015 UH Manoa College of Social Sciences Award for Excellence in Teaching

Key to ratings of language skills: 5 = highly educated native speaker; 4 = fluent, native speaker; 3 = professional functionality; 2 = functional; 1 = survival

40. **PAGKALINAWAN, Leticia C.** Asst. Professor (Tenured) IPLL  
**Appointment year:** 2010  
**Percent of time devoted to area and international studies:** 100%  
**Educational Background:** Ph.D. (Language and Literature) De La Salle University, Manila, Philippines  
**Foreign Language Competence:** Tagalog 5  
**Research/Teaching Specializations:** Tagalog language and literature; Materials development  
**Recent publications (Last five years):** 3  
**Field Research Experience:** Heritage language maintenance, The use of voicethread in enhancing language proficiency and oral presentation practices, linguistics landscape, Codeswitching/Bilingualism, language learning strategies  
**Courses Taught:** Filipino 101, 102, 201, 202, 301, 315, & 541  
**Numbers of dissertations & theses supervised in last five years:** None  
**Distinctions:** Outstanding University Professor of the Year 2017, awarded by the GAWAD AMERIKA, a non-profit organization of Filipinos in the US that gives recognition to the achievements of Filipinos in the US in different fields.

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41. **PASENG, Rohayati** Southeast Asian Librarian (Tenured), UHM Library  
**Appointment year:** 2001  
**Educational Background:** M.A., (Southeast Asian Studies) National University of Singapore, 2001  
**Foreign Language Competence:** Buginese 5, Indonesian 4+, Malay 4, Minangkabau 3, Dutch 2  
**Research/Teaching Specialization:** Southeast Asian librarianship  
**Recent Publication (Last Five years):** None  
**Field Research Experience:** Southeast Asian librarianship  
**Courses Taught:**  
**Distinctions:**

Key to ratings of language skills: 5 = highly educated native speaker; 4 = fluent, native speaker; 3 = professional functionality; 2 = functional; 1 = survival

42. **PAUKA, Kirstin** Professor (Tenured) Theatre and Dance

**Appointment year:** 1997

**Percent of time devoted to area and international studies:** 100%

**Educational Background:** Ph.D., Asian Theatre, University of Hawaii at Manoa, 1995

**Foreign Language Competence:** German 5, Dutch 3, French 3, Indonesian 4

**Research/Teaching Specialization:** Dance, music, theatre of Indonesia; theatre of Southeast Asia

**Recent Publication (Last Five years):** 5

- 2015/16 Artistic Director and Producer, *Wayang Listrik* (Balinese Shadow-theatre) of “Subali-Sugriwa-Battle of the Monkey Kings”, UHM Kennedy Theatre (Asian Theatre Program)

- 2015 “*Adaptation of Silek and Randai for performer training in the USA: A case study of the Asian Theatre Program at the University of Hawaii at Manoa.*” The Malay Fighting Art of Pencak Silat - from Southeast Asian Village to Global Movement (Editor: Uwe Pätzold)

- 2015 “Music in Southeast Asia,” “Costumes in Southeast Asia” *Rutledge Handbook on Theatre and Performance*.

- 2015 “Asian Theatre Outreach to K-12 Schools – Programming and Implementation Initiatives in the Asian Theatre Program at UHM” **Conference of the Association of Asian Performance (AAP)**. Montreal, Canada.

**Field Research Experience:** Indonesia

**Courses Taught:** THEA 311 World Theatre I, THEA 312 World Theatre II, THEA 411 World Theatre III, THEA 412 World Theatre IV, THEA 325 Asian Acting for Western Actors, THEA 426 Southeast Asian Acting Workshop, THEA 433 Movement Workshop, THEA 464 Drama and Theatre of South and Southeast Asia, THEA 663 Topics in Asian Theatre: Puppetry, THEA 763 Seminar in Asian Theatre: Ritual, Trance, and Masks, THEA 763 Seminar in Asian Theatre: Colonial and Post-colonial Theatre, MUS 411 Asian Music Ensemble: Randai music.

**Number of Dissertations & theses supervised in the last five years:** 13

**Distinctions:** Director of Center for Southeast Asian Studies

2015 Cooke Foundation grant for the *Wayang Listrik* Balinese Shadow-theatre production “Subali-Sugriwa - Battle of the Monkey Kings”. Asian Theatre Program

2014 Doris Duke Foundation grant for *Wayang Listrik* Balinese Shadow-theatre production “Subali-Sugriwa - Battle of the Monkey Kings”. Asian Theatre Program

Key to ratings of language skills: 5 = highly educated native speaker; 4 = fluent, native speaker; 3 = professional functionality; 2 = functional; 1 = survival

43. **PHAN, Le-Ha** Associate Professor (tenured) College of Education

**Appointment year:** 2014

**Percent of time devoted to area and international studies:** 50%

**Educational Background:** Ph.D. (Discipline) Monash University, 2005

**Foreign Language Competence:** Vietnamese 5, English 4

**Research/Teaching Specializations:** Language-identity-culture-pedagogy studies, Language education and pedagogy, TESOL, International and global education, internationalization of education, The geopolitics of knowledge production and scholarship, academic mobility and migration studies

**Recent publications (Last five years):**

- 2018 **Phan Le Ha & Othman Barnawi** . Pushing for English-Medium Education in Saudi Higher Education: Who Benefits and How? In Windle and de Jesus (Eds.) *Social and Symbolic Boundaries: The Dynamics of Language and Inequality in Global Schooling*. UK, US, and Canada: Multilingual Matters
- 2017 **Phan, Le Ha**. *Transnational Education Crossing 'the West' and 'Asia': Adjusted Desire, Transformative Mediocrity, and Neo-colonial Disguise*. London and New York: Routledge.
- 2016 **Phan Le Ha**. Continuing the debate on EIL, ELF, and identity. *Journal of Asian Pacific Communication*, 26, 2.
- 2016 **Phan Le Ha**. Global English, postcolonialism, and education. In Michael A. Peters (Ed.) *Encyclopedia of Educational Philosophy and Theory*. US, Springer.

**Field Research Experience:** Viet Nam, Thailand, Indonesia

**Courses Taught:** *EDEF685 International Development Education* (A graduate course for MA and doctoral students, also selected as an elective for the International Cultural Studies Certificate Program jointly run by UHM and the East West Center), *EDEF310 American Education* (with a component on ethics), *EDEF762 Social and Cultural Contexts in Education* (A graduate seminar), *EDEF678 Approaches to Educational Inquiry* (A preparation graduate course for M.Ed and/or PhD proposals), *EDEF699 601 Directed Reading and/or Research* (MA and PhD levels), *EDEF799 Internship for Graduate Students* (Mentoring doctoral students' professional growth in a chosen area that includes classroom teaching, office assignments in international organisation, and coordinating study abroad programs)

**Numbers of dissertations & theses supervised in last five years:**

**Distinctions:** Co-Chair and Co-convenor of nine 'Engaging with Vietnam: An interdisciplinary dialogue' conferences.

Key to ratings of language skills: 5 = highly educated native speaker; 4 = fluent, native speaker; 3 = professional functionality; 2 = functional; 1 = survival

44. **PIETRUSEWSKY, Michael**

Professor Emeritus

Anthropology

**Appointment year:** 1969

**Percent of time devoted to area and international studies:** 50%

**Educational Background:** Ph.D. (Anthropology) University of Toronto, 1969

**Foreign Language Competence:** French 2+, German 3

**Research/Teaching Specializations:** Physical anthropology, forensic anthropology, bioarchaeology, skeletal biology, biological distance

**Recent publications (Last five years):**

- 2018 **Pietrusewsky, M.** Traditional morphometrics and biological distance: methods and an example. In: Katzenberg M Anne, Grauer, Anne L., editors. Biological Anthropology of the Human Skeleton, Third Edition. New York: John Wiley and Sons Inc. In Press.

- 2017 Ikehara-Quebral RM, Stark MT, Belcher W, Vuthy V, Krigbaum J, Bentley RA, Douglas MT, **Pietrusewsky M.** Biocultural Practices during the Transition to History at the Vat Komnou Cemetery, Angkor Borei, Cambodia. Asian Perspectives 56(2):191-236.

- 2017 **Pietrusewsky M,** Douglas MT, Ikehara-Quebral R.M. Skeletal and dental health: the bioarchaeology of the human skeletons from the Sigatoka Sand Dunes Site, VL 16/1, Viti Levu, Fiji. Journal of Pacific Archaeology 8(2): 63-78.

- 2017 **Pietrusewsky M,** Lauer A, Tsang C-h, Li K-t, Douglas MT. Tooth ablation in early Neolithic skeletons from Taiwan. In Burnett SE, Irish JD, editors. A World View of Culturally Modified Teeth. Gainesville: University Press Florida. p 102-124.

**Field Research Experience:** Thailand, Vietnam, Taiwan, China, Japan, Pacific

**Courses taught:** Introduction to Physical Anthropology (Anth 215, 215L), Skeletal Biology (Anth 384, 384L), Bioarchaeology of Pacific-Asia (Anth 385G, Anth 750G), Forensic Anthropology (Anth 458), Human Origins (Anth 310), Human Biology of the Pacific and Asia (Anth 455), Research Seminar in Biological Anthropology (Anth 604)

**Numbers of dissertations & theses supervised in last five years:** 3

**Distinctions:** Excellence in Research Award, College of Social Sciences, University of Hawaii, 2013

Key to ratings of language skills: 5 = highly educated native speaker; 4 = fluent, native speaker; 3 = professional functionality; 2 = functional; 1 = survival

45. **RAUSCH, Paul J.** Associate Director & Outreach Coordinator CSEAS  
**Appointment year:** 2005 Not Tenured  
**Percent of time devoted to area and international studies:** 100%  
**Educational Background:** M.A. (Asian Studies) University of Hawai'i at Manoa, 1994  
**Foreign Language Competence:** Indonesian 2+  
**Research/Teaching Specialization:** Southeast Asia cinema  
**Recent publications (Last five years):** Producer/editor, 65 English-subtitled Vietnamese language films  
**Field Research Experience:** Extensive time in Southeast Asia, primarily Indonesia, Malaysia, Philippines, Singapore, Thailand, Viet Nam  
**Courses Taught:** ASAN 481 Cinema of Southeast Asia; ASAN 491S The Art of Film Subtitling; (Fashion Design & Textiles Merchandising) FDM 418 Costumes/Cultures of South & Southeast Asia  
**Numbers of dissertations & theses supervised in last five years:** N/A  
**Distinctions:** 2014 (wrote) totaling more than \$7 million in project and scholarship funding

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46. **SAK-HUMPHRY, Chhany** Assistant Professor (Tenured) IPLL  
**Appointment year:** 2003  
**Percent of time devoted to area and international studies:** 100%  
**Educational Background:** PhD (Linguistics) University of Hawai'i at Manoa 1996  
**Foreign Language Competence:** English 4, Cambodian 5, French 3, Thai 2, Lao 1  
**Research/Teaching Specialization:** Research: Modern Khmer Language: Syntax; Curriculum Development; Literature; Culture; and Dictionary. Old Khmer: Syntax of Pre-Angkorian and Angkorian Inscriptions; Dictionary; and Paleography.  
Teaching Specializations: Linguistics (Syntax); Foreign Language Teaching; Innovative Technology; Bilingualism; Language Policies; and Culture  
**Recent Publication (Last Five years):** 1  
- 2016 Colloquial Cambodian. (New Edition), 2nd Edition. Complete Course for Beginners. Routledge, Taylor & Francis Group LLC. London and New York. ISBN 978-0-415-52407-0 (pbk) and ISBN 978-0-203-12065-1 (ebk). 334 pages.  
- 2016 Communicating in Khmer: Reading Khmer Folklore on Tales of the Hare. Funded by Title VI, US-DOE (2010-2013). Text-Book, Multimedia CD-ROM, and e-Pub. Self-Publish.  
- 2016 Communicating in Khmer: Reading and Writing for Children. Text-Book and Multimedia CD-ROM. Self-Publish.  
**Field Research Experience:** Cambodia  
**Courses Taught:** Cam 101/102, Cam 103/104, Cam 105, Cam 107, Cam 112, Cam 201/202, Cam 212, Cam 301/302, Cam 305/306, Cam 401/402, Cam 415, IP/ASAN 361, IP 465B.  
**Number of Dissertations & theses supervised in the last five years:** None  
**Distinctions:**

Key to ratings of language skills: 5 = highly educated native speaker; 4 = fluent, native speaker; 3 = professional functionality; 2 = functional; 1 = survival



47. **SCHUSTER, Michael** Curator of the EWC Gallery East-West Center

**Appointment year:** N/A

**Percent of time devoted to area and international studies:** 75%

**Educational Background:** Ph.D. (Asian Theater) University of Hawaii

**Foreign Language Competence:**

**Research/Teaching Specializations:** puppet arts of South and Southeast Asia

**Recent publications (Last five years):**

- 2014 Speaker/Writer, *Best Practices in Presenting Indigenous People: A Case Study*, Hokkaido University.

- 2012 Speaker/Writer, *Ann Dunham, the Mother of Barack Obama, and her Field Work in Indonesia*, Islamic Arts Museum Malaysia.

**Field Research Experience:**

**Courses Taught:** N/A

**Numbers of dissertations & theses supervised in last five years:** N/A

**Distinctions:** founder of the Train Theater and the International Puppet Festival in Jerusalem

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48. **SOLYOM, Bronwen** Librarian V Emerita (retired in 2016) UH Manoa Library

**Appointment year:**

**Percent of time devoted to area and international studies:**

**Educational Background:** MLS, MA (Asian Studies), University of Hawaii

**Foreign Language Competence:** Indonesia, French

**Research/Teaching Specializations:** Indonesia art

**Recent publications (Last five years):**

**Field Research Experience:** Academic and special libraries in Hawaii, Chicago, Indonesia, and Australia

**Courses Taught:** N/A

**Numbers of dissertations & theses supervised in last five years:** N/A

**Distinctions:** N/A

Key to ratings of language skills: 5 = highly educated native speaker; 4 = fluent, native speaker; 3 = professional functionality; 2 = functional; 1 = survival

49. **SPONSEL, Leslie E.** Professor Emeritus Anthropology

**Appointment year:** 1981

**Percent of time devoted to area and international studies:** 25 %

**Educational Background:** Ph.D. (Anthropology) Cornell University, 1981

**Research/Teaching Specialization:** Thailand and mainland Southeast Asia, Spiritual ecology, sacred places in nature, sacred caves, Buddhism, Buddhism ecology and environmentalism

**Recent Publication (Last Five years)**

-2018, "Spiritual Ecology," Encyclopedia of the Anthropocene, Dominick DellaSala, ed., New York, NY: Elsevier, Inc. 4:181-184.

- 2017, "Buddhist Environmentalism," in Teaching Buddhism: New Insights on Understanding and Presenting Traditions, Todd Lewis and Gary Delaney DeAngelis, eds., New York, NY: Oxford University Press (chapter co-authored with Poranee Natadecha-Sponsel), pp. 318-343.

- 2017 "Spiritual Ecology, Sacred Places and Biodiversity Conservation," Routledge Handbook of Environmental Anthropology, Helen Kopnina and Eleanor Shoreman-Quimet, eds., New York, NY: Routledge, pp. 132-143.

**Field Research Experience:** 1986- present (Thailand)

**Courses Taught:** ANTH/REL 443 Anthropology of Buddhism; ANTH/REL 444 Spiritual Ecology; ANTH/REL 445 Sacred Places

**Number of Dissertations & theses supervised in the last five years:** 5+

**Distinctions:** Twice given an Excellence in Teaching Award, the book Spiritual Ecology: A Quiet Revolution won the Science Award in the Green Book Festival in San Francisco

Key to ratings of language skills: 5 = highly educated native speaker; 4 = fluent, native speaker; 3 = professional functionality; 2 = functional; 1 = survival

50. STARK, Miriam T. Professor (Tenured) Anthropology

**Appointment year:** 1995

**Percent of time devoted to area and international studies:** 25 %

**Educational Background:** Ph.D. (Archaeology) University of Arizona, 1993

**Foreign Language Competence:** French (3), Khmer (2)

**Research/Teaching Specialization:** Anthropology, Early state formation, Southeast Asian Archaeology, Archaeological Landscapes, Economic Archaeology, Ceramic Ethnoarchaeology, Archaeological Method and Theory, Ceramic Analysis, Cambodian Archaeology.

**Recent Publication (Last Five years):** 5

- 2018 Stark, M. T. and S. Fehrenbach. In press. Earthenware Ceramic Technologies of Angkor Borei, Cambodia. *Udaya: Journal of Khmer Studies*. Submitted September 2017.
- 2017 Ikehara-Quebral, R. M., M. T. Stark, W. Belcher, Voeun V., J. Krigbaum, R. A. Bentley, M. Pietrusewsky and M. T. Douglas. 2017. Biocultural Practices during the Transition to History at Angkor Borei, Cambodia. *Asian Perspectives* 56(2):191-236.
- 2017 Graves, M. W., J. M. Skibo, M. T. Stark and M. B. Schiffer. 2016. An Anthropological Archaeologist: The Contributions of William A. Longacre to Archaeological Theory, Method, and Practice. *Journal of Archaeological Method and Theory* 23(4):990-1022.
- 2016 Murphy, S. A. and M. T. Stark. 2016. Transitions from Late Prehistory to Early Historic Periods in Mainland Southeast Asia, ca. Early to Mid-First Millennium CE. *Journal of Southeast Asian Studies* 47(3): 333–340.

**Field Research Experience:** Cambodia

**Courses Taught:**

*Undergraduate-Level Courses:* ANTH 151 Emerging Humanity, ANTH 325 Origins of Cities, ANTH 382 How Archaeology Works: Think Like an Archaeologist, ANTH 461 Southeast Asian Archaeology, ANTH 472 Ceramic Analysis in Archaeology

*Graduate-Level Courses:* ANTH 603 Archaeology Core, ANTH 640B Analysis of Ancient States, ANTH 640C Historical Ecology and Landscape Archaeology, ANTH 695 Professional Skills in Anthropology, ANTH 711 Research Design and Proposal Writing, ANTH 750B Power, Water, Complexity, ANTH 750B Rise of Complex Societies

**Number of Dissertations & theses supervised in the last five years:** 7

**Distinctions:** Co-Investigator or Partner Investigator on three senior archaeology research grants  
Executive Board Member for the Indo-Pacific Prehistory Association

Co-chair for the Institute for Southeast Asian Archaeology Early Career Award Committee

Key to ratings of language skills: 5 = highly educated native speaker; 4 = fluent, native speaker; 3 = professional functionality; 2 = functional; 1 = survival

51. **SURYANATA, Krisna** Associate Professor (Tenured) Geography  
**Appointment year:**  
**Percent of time devoted to area and international studies:** 50%  
**Educational Background:** Ph.D UC Berkeley 1994 (Geography)  
**Foreign Language Competence:** Bahasa Indonesia 5  
**Research/Teaching Specializations:** Political Ecology, Agriculture & Food, Globalization/Environment, Community-Based Natural Resource Management  
**Recent publications (Last five years):** 2 journal articles (2015, 2017), 1 book (*Food and Power in Hawaii*, U. of Hawaii Press, 2016), several book chapters  
**Field Research Experience:** Brunei Darussalam, Thailand, and Bangladesh  
**Courses Taught:** GEOG 102, 322, 422, 426, 637, 639, 763  
**Numbers of dissertations & theses supervised in last five years:** 7  
**Distinctions:** 2013 Peter Garrod Distinguished Mentorship Award; 2013 CSS Distinguished Teaching Award

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52. **SUTTON, R. Anderson** Professor (Tenured) School of Pacific and Asian Studies  
**Appointment year:**  
**Percent of time devoted to area and international studies:** 25%  
**Educational Background:** Ph.D. (Ethnomusicology), University of Michigan, 1982  
**Foreign Language Competence:** Indonesian 4, Javanese 3, French 2, Korean 2.  
**Research/Teaching Specializations:** Music of Southeast Asia, Music of East Asia  
**Recent publications (Last five years):**  
 - 2018 "Finding a Niche for the Avant-Garde Outside the Academy in the Early 2000s: A Radical Moment in Korea's Fusion Music." In *Making Waves: Traveling Musics in Asia and The Pacific*, edited by Frederick Lau and Christine Yano. Honolulu, University of Hawaii Press  
 - 2013 "Musical Genre and Hybridity in Indonesia: *Simponi Kecapi* and *Campur Sari*." *Asian Music* 44 (2, 2013): 81-94.  
**Field Research Experience:** Indonesia, South Korea  
**Courses Taught:** N/A  
**Numbers of dissertations & theses supervised in last five years:** 7  
**Distinctions:** Dean, School of Pacific and Asian Studies, UH Manoa  
 Awarded a named professorship, the highest distinction bestowed on faculty, at Univ. of Wisconsin-Madison, named Robert Clodius Professor of Music  
 Other grants and fellowships from NEH, SSRC, Fulbright, among others.

Key to ratings of language skills: 5 = highly educated native speaker; 4 = fluent, native speaker; 3 = professional functionality; 2 = functional; 1 = survival

53. **SZUSTER, Brian** Associate Professor Geography

**Appointment year:** 2004

**Percent of time devoted to area and international studies:** 25 %

**Educational Background:** Ph.D. (Geography) University of Victoria, 2001

**Foreign Language Competence:** Thai 2

**Research/Teaching Specialization:** seafood, aquaculture, environmental planning, coastal management, tourism

**Recent Publication (Last Five years):** 13

- 2017 Bernstein, J.M, B.W. Szuster & L. Phillips. (2017). Assessing the diversity of contemporary environmentalism: Time for a new paradigm. *International Journal of Environmental Research*. 11(5), pp. 641-652.
- 2017 Needham, M., B.W. Szuster, C. Mora, L. Lesar & A. Anders. (2017). Manta ray tourism: Interpersonal and social values conflicts, sanctions, and management. *Journal of Sustainable Tourism* 25(10), pp. 1367-1384.
- 2016 Littlejohn, K, M.D. Needham, B.W. Szuster, & E.J. Jordan. (2016). Pre-trip expectations and post-trip satisfaction with interpretation information on marine tours in Hawaii. *Journal of Environmental Education* 47(3), pp. 202-212.

**Field Research Experience:** Thailand

**Courses Taught:** Geography 356 - Geography of Southeast Asia, Geography 636 – Seafood in Southeast Asia (proposed), Geography 654 - Seminar in Geography of Southeast Asia, Geography 728 - Resource Management in Asia-Pacific

**Number of Dissertations & theses supervised in the last five years:** 7

**Distinctions:** University of Hawai'i College of Social Sciences Award for Excellence in Teaching

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54. **TAKAHASHI, Chintana** Lecturer (non tenured) IPLL

**Appointment year:** 2000

**Percent of time devoted to area and international studies:** 100 %

**Educational Background:** M.A (Comparative Literature) Rutgers University, 1986

**Foreign Language Competence:** Thai 5, Japanese 4, Chinese Hakka 3, Mandarin 2, French 1, German 1

**Research/Teaching Specialization:** Classroom interaction and Assessment

**Courses Taught:** IPLL: Thai 101, 102, Thai 201, 202, Thai 301, 302, Thai 401, 402, SEA Literatures 341

**Language Pedagogy Background:** Thai language instruction, Japan-Thai Cultural Association, Tokyo, 1974; Japanese language instruction, Rutgers University, New Brunswick, 1980-1985; ACTFL certified Thai language proficiency tester, 2004.

**Number of Dissertations & theses supervised in the last five years:** N/A

**Distinctions:** N/A

Key to ratings of language skills: 5 = highly educated native speaker; 4 = fluent, native speaker; 3 = professional functionality; 2 = functional; 1 = survival

55. **BUI, Tung** Professor (Tenured) UH Shidler College of Business

**Appointment year:** 1997

**Percent of time devoted to area and international studies:** 100 %

**Educational Background:** Dotorate in managerial economics, University of Fribourg, Switzerland; PhD in Information systems/Economics from the Stern School of Business, New York University

**Foreign Language Competence:**

**Research/Teaching Specialization:** Computer-supported group decision and negotiation. Electronic Commerce and the Digital Economy, Economic evaluation of information technology, Emergency Response Systems

**Recent Publications:**

- 2017 Bui and Phuaphanthong, "Thirty Years of Research on Negotiation Support Systems: An Agenda for Future Research", Group Decision and Negotiation
- 2017 Bui, "Preface", Clark, Osterwalder and Pigneur, "Business Model You", Vietnamese Ed., 2017, Wiley/Alphabooks
- 2016 Subba and Bui, "Online Convergence Behavior, Social Media Communications and Crisis Response: An Empirical Study of the 2015 Nepal Earthquake Police Twitter Project" Proceedings of the 50<sup>th</sup> Hawaii International Conference on System Sciences (HICSS), Kona, HI, 2017.
- 2016 Bui, "Preface", Osterwalder, Pigneur, Bernarda and Smith, "Value Proposition Design", Vietnamese Ed., 2016, Wiley/Alphabooks

**Courses Taught:**

**Number of Dissertations & theses supervised in the last five years:**

**Distinctions:** Professor and Chair of Information Technology Management

Faculty Director, Vietnam Executive MBA Program (Hanoi & HCMC)

Matson Navigation Company Chair of Global Business

Co-Chair, Hawaii International Conference on Systems Sciences

Director, APEC-Study Center

Director, PRIISM (Pacific Research Center for Information System Management)

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56. **WESTER, Lyndon** Professor Emeritus Geography

**Percent of time devoted to area and international studies:** 50%

**Educational Background:** Ph.D UC Berkeley 1975

**Foreign Language Competence:** German 2, Thai 1

**Research/Teaching Specializations:** Biogeography

**Field Research Experience:** Australia, Taiwan, Thailand

**Courses Taught:** GEOG/ASAN 356 Geography of Southeast Asia

**Numbers of dissertations & theses supervised in last five years:** 1

**Distinctions:**

Key to ratings of language skills: 5 = highly educated native speaker; 4 = fluent, native speaker; 3 = professional functionality; 2 = functional; 1 = survival

57. **WHITE, Ingelia** Professor (tenured) Department of Natural Sciences  
**Appointment year:** 1984  
**Percent of time devoted to area and international studies:** 100%  
**Educational Background:** Ph.D. (Horticulture) University of Hawai'i at Mānoa, 1978  
**Foreign Language Competence:** Indonesian 4  
**Research/Teaching Specializations:** Ethnobotanical pharmacognosy, Orchid tissue culture, genetic transformation, and phylogenetics  
**Recent publications (Last five years):** 5  
 - 2017 White, I. *et al.* Generation and characterization of transgenic *Brassolaeliocattleya* Raye Holmes 'Mendenhall' expressing the coat protein gene of Cymbidium mosaic virus. 22<sup>nd</sup> World Orchid Conference Proceedings  
 - 2017 Li, H.W., White, I. *et al.* Phylogenetic relationships among *Liparis* species of Hawaii, Indonesia, and North America. 22<sup>nd</sup> World Orchid Conference Proceedings  
 - 2016 White, I. Ethnopharmacognosy Series V: Pharmaceutical and Nutraceutical Values of *Vanda* Miss Joaquim. University of Hawaii – Windward Community College. 56pp.  
**Field Research Experience:** Ireland, England, New York, Indonesia, Malaysia, Singapore, Bangladesh, China, Kazakhstan, New Zealand, Canada, South Africa, Ecuador  
**Courses Taught:** Department of Natural Sciences, Windward CC: BOT 101, 105, 130, 160, 199/299, 205, 210, AG 152, 192, MICRO 130, 140, BIOL 275/275L  
**Numbers of dissertations & theses supervised in last five years:** NA  
**Distinctions:** NACTA (North American Colleges and Teachers of Agriculture) Educator Award. Purdue University, June 2017  
 Masaki and Momoe Kunimoto Memorial Award, May 2016

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58. **WOODS, Kevin** Adjunct Professor (non-tenured) Geography  
**Appointment year:**  
**Percent of time devoted to area and international studies:** 100%  
**Educational Background:** Ph.D UC Berkeley (2017)  
**Foreign Language Competence:** Burmese 2+, Thai 2+  
**Research/Teaching Specializations:** land/agrarian politics; human geography and environment; political economy conflict and war; society and natural resources; political ecology; global environmental politics; agribusiness and forestry sectors speciality  
**Recent publications (Last five years):** two book chapters in last year on political economy of natural resource conflict in Burma; edited book volume with three chapters forthcoming on land reform in Mekong Region; among others  
**Field Research Experience:** Southeast Asia, mainly Thailand and Burma  
**Courses Taught:**  
**Numbers of dissertations & theses supervised in last five years:** 1 n Chiangmai University  
**Distinctions:**

Key to ratings of language skills: 5 = highly educated native speaker; 4 = fluent, native speaker; 3 = professional functionality; 2 = functional; 1 = survival

### **APPENDIX 3. COURSE LISTS**



# Appendix 3 Course List

Center for Southeast Asian Studies  
University of Hawai`i

Fall 2017, Spring 2018 *Offered* Languages & Literature Courses/Area Studies  
Fall 2018, Spring 2019 *To Be Offered* Languages & Literature Courses/Area Studies

HISTORY						
Index Sample						
Course No.	Course title	Instructor	Term	Credits	Grad Students	Undergrad Stu
HIST 400	History of Southeast Asia	Andaya	F(all) S(pring)	3	4	7

**Reviewer Note:** The courses noted here are considered either wholly SEA-focused or SEA-related through the following criteria:

1. Course title is clearly SEA-focused.
2. Course presents at least 25% SEA focus with the opportunity to write a final paper or research project on a SEA theme.
3. The instructor is a SEA-resource faculty and incorporates SEA material in a course that might not appear to be area studies themed.
4. Some courses are made available for students of SEA if they present access to a skill set that might prove professionally valuable following graduation (e.g., NGO work, peace studies, regional economics and business related studies, etc.)

**\*\*Asterisks indicates NRC support**

## Fall 2017-Spring 2018 LANGUAGE COURSES

KHMER						
Course No.	Course Title	Instructor	Term	Credits	G	UG
CAM 101	Elem Modern Khmer	Sak-Humphry	F	4	0	3
CAM 103	Conversing in Khmer	Sak-Humphry	F/S	2	0	3
CAM 105	Reading/Writing Khmer	Sak-Hmphry	F/S	2	0	2
CAM 107	First Year Khmer	Sak-Humphry	S	2	1	0
G&UG:					1	8
TOTAL KHMER:					9	

TAGALOG (Filipino)						
Course No.	Course Title	Instructor	Term	Credits	G	UG
FIL 101	Elem Filipino	Gasmen	F	4	1	17
		Gasmen	F	4	0	18
		Gasmen	F	4	0	20
		Arao	F	4	0	18
		Gasmen	S	4	0	16
		Desai	S	4	0	19

<b>FIL 102</b>	Elem Filipino	Pagkalinawan	F	4	0	22
		Gasmén	S	4	0	17
		Bonafacio	S	4	0	18
		Gasmén	S	4	0	17
		Arao	S	4	0	13
<b>FIL 201</b>	Inter Filipino	Pena	F	4	0	11
		Desai	F	4	0	18
		Desai	S	4	0	15
		Desai	S	4	1	13
<b>FIL 202</b>	Inter Filipino	Pagkalinawan	F	4	0	19
		Pagkalinawan	S	4	0	19
		Pagkalinawan	S	4	0	10
<b>FIL 301</b>	Third Level Filipino	Parba	F	3	0	14
<b>FIL 302</b>	Third Level Filipino	Parba	S	3	0	12
<b>FIL 401</b>	Fourth Level Filipino	Arao	F	3	0	21
<b>FIL 402</b>	Fourth Level Filipino	Arboleda	S	3	1	21
<b>FIL 435</b>	Fil Translation Techniques	Arboleda	F	3	1	18
<b>FIL 451</b>	Structure of Filipino	Pagkalinawan	S	3	0	10
G&UG:					4	396
TOTAL FILIPINO:					400	

#### ILOKANO

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
<b>ILO 101</b>	Elem Ilokano	Montero	F	4	2	21
		Montero	F	4	0	18
<b>ILO 102</b>	Elem Ilokano	Montero	S	4	2	18
		Montero	S	4	0	6
<b>ILO 107</b>	Ilocano for Healthcare Workers	Domingo	S	4	0	5
<b>ILO 201</b>	Inter Ilokano	Domingo	F	4	0	9
		Ortega	F	4	0	14
<b>ILO 202</b>	Inter Ilokano	Domingo	S	4	0	9
		Ortega	S	4	1	14

<b>ILO 301</b>	Third Level Ilokano	Domingo	F	3	0	6	
<b>ILO 302</b>	Third Level Ilokano	Domingo	S	3	0	6	
<b>ILO 315</b>	Ilokano Aural Comprehension	Domingo	S	3	0	8	
<b>ILO 424</b>	Intro Ilocano for Interpreters	Domingo	F	3	0	4	
<b>ILO 402</b>	Fourth Level Ilokano	Soria	S	3	0	6	
<b>ILO 451</b>	Structure of Ilokano	Agcaoili	S	3	0	5	
<b>ILO 486</b>	Ilocano for Mass Media	Domingo	S	3	0	8	
					G&UG:	5	149
					TOTAL ILOKANO:	154	

#### INDONESIAN

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>	
<b>IND 103</b>	Beginning Indonesian I	Kozok	F	4	1	3	
<b>IND 104</b>	Beginning Indonesian II	Kozok	S	4	1	1	
<b>IND 203</b>	Intermediate Indonesian I	Kozok	F	4	2	2	
<b>IND 204</b>	Intermediate Indonesian II	Kozok	S	4	2	1	
<b>IND 305</b>	Third level Indonesian	Kozok	F	2	3	0	
<b>IND 307</b>	Third level Indonesian Convers	Kozok	F	1	2	0	
<b>IND 405</b>	Fourth level Indonesian	Kozok	F	2	3	0	
<b>IND 407</b>	Fouth level Indonesian Convers	Kozok	F	1	2	0	
<b>IND 461</b>	Modern Indonesian Literature	Kozok	F	3	1	1	
					G&UG:	17	8
					TOTAL INDONESIAN:	25	

#### THAI

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
<b>THAI 102</b>	First level Thai	Hoonchamlong	S	4	0	1

<b>THAI 102</b>	Beginning Thai II	Hoonchamlong	S	4	1	3
<b>THAI 103</b>	Conversational Thai	Hoonchamlong	F	2	2	1
<b>THAI 105</b>	Reading and Writing Thai	Hoonchamlong	F	2	3	2
<b>THAI 201</b>	Intermediate Thai I	Hoonchamlong	F	4	1	3
<b>THAI 202</b>	Intermediate Thai II	Hoonchamlong	S	4	1	3
<b>THAI 401</b>	Fourth Level Thai	Hoonchamlong	F	3	1	1
<b>THAI 402</b>	Fourth level Thai	Hoonchamlong	S	3	1	0
G&UG:					10	14
TOTAL THAI:					24	

#### VIETNAMESE

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
<b>VIET 101</b>	Elem Vietnamese	Le	F	4	2	19
<b>VIET 102</b>	Elem Vietnamese	Le	S	4	0	15
<b>VIET 201</b>	Inter Vietnamese	Ton	F	4	2	7
<b>VIET 202</b>	Inter Vietnamese	Ton	S	4	2	7
G&UG:					6	48
TOTAL VIETNAMESE:					54	
TOTAL G&UG:					43	623
TOTAL STUDENTS:					666	

### Fall 2017-Spring 2018 AREA STUDIES COURSES

#### AMERICAN STUDIES

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
<b>AMST 457</b>	Museum Interpretations	Kosasa	S	3	3	4
<b>AMST 474</b>	Historic Preservation: Asia	Chapman	S	3	0	13
<b>AMST 645</b>	Historic Preservation: Asia	Chapman	S	3	4	0
<b>AMST 675</b>	Preservation: Theory & Practice	Chapman	F	3	2	0
<b>AMST 676</b>	Recording Historic Resources	Chapman	S	3	5	0
<b>AMST 683</b>	Museum: Theory, Hist, Practice	Kosasa	F	3	10	1
<b>AMST 684</b>	Museums and Collections	Kosasa	F	3	4	1

<b>AMST 681</b>	Vernacular Architecture Historic Cities - 25% readings:Thailand & Cambodia	Chapman	F	1	11	0
<b>AMST 695</b>	Historic Preservation Practicum	Chapman	F	6	2	0
			S	6	2	0
AMERICAN STUDIES:			G&UG		43	19
TOTAL ENROLLED:			62			

#### ANTHROPOLOGY

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
<b>ANTH 152</b>	Culture & Humanity (30% SEA)	Padwe	F	3	0	30
		Padwe	F	3	0	21
		Padwe	F	3	0	15
		Padwe	F	3	0	8
		Padwe	F	3	0	5
		Padwe	F	3	0	30
		Padwe	F	3	0	30
		Padwe	F	3	0	9
		Cooper	S	3	0	17
		Cooper	S	3	0	20
		Cooper	S	3	0	4
		Cooper	S	3	0	1
<b>ANTH 345</b>	Aggression, War, & Peace	Sponsel	F	3	1	20
<b>ANTH 385B</b>	Undergraduate Seminar: Archaeo	Stark	S	3	0	6
<b>ANTH 415</b>	Ecological Anthropology	Padwe	F	3	1	15
<b>ANTH 446</b>	Southeast Asian Cultures	Padwe	S	3	1	18
<b>ANTH 461</b>	Southeast Asian Archaeology	Stark	F	3	7	12
<b>ANTH 482</b>	Environmental Anthropology	Padwe	S	3	1	14
<b>ANTH 491</b>	Topics in SEAn Art History	Lavy	S	3	3	0
<b>ANTH 640C</b>	Method/Theory Arch: Environ/La	Stark	F	3	3	1
ANTHROPOLOGY:			G&UG		17	276
TOTAL ENROLLED:			293			

#### APPAREL PRODUCT DESIGN & MERCHANDISING

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
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<b>APDM 418</b>	Costumes/Cultures South & SEA	Clariza	S	3	1	34
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APPAREL PRODUCT DESIGN & MERCHANDISING:	G&UG
TOTAL ENROLLED:	35

#### ARCHITECTURE

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
<b>ARCH 628</b>	Preservation: Theory & Practice	Chapman	F	3	12	0
ARCHITECTURE:					12	0
TOTAL ENROLLED:					12	

#### ART

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
<b>ART 490D</b>	Topics SE Asian AH: Monuments	Lavy	S	3	2	13
<b>ART 491C</b>	Art of SE Asia: Mainland	Lavy	S	3	2	14
<b>ART 791</b>	Sem in S/SE Asian Art History	Lavy	F	3	5	2
ART:					9	29
TOTAL ENROLLED:					38	

#### ASIAN STUDIES

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
<b>ASAN 202</b>	Intro to Asian Studies: South & SE Asia	Andaya, B.	F	3	0	57
<b>ASAN 310</b>	Asian Humanities	Abinales	F	3	1	13
<b>ASAN 312</b>	Contemporary Asian Civilizations	Abinales	S	3	0	20
<b>ASAN 406</b>	Modern Philippines	Lanzona	F	3	0	5
<b>ASAN 407</b>	Peace Process Philippines	Magdalena	F	3	1	6
<b>ASAN 481**</b>	Cinema of Southeast Asia	Rausch	S	3	3	3
<b>ASAN 491</b>	Comparative Muslim Societies	Stirr	F	3		
<b>ASAN 496</b>	Religions of Island SEA	Andaya, B	S	3	1	21
<b>ASAN 600S</b>	Scope and Methods: Southeast Asia	Andaya, B	F	3	5	0
<b>ASAN 620</b>	Contemp Asia: Probs & issues	Abinales	F	3	2	0
		Aung-Thwin	F	3	2	0
		Andaya, B	S	3	2	0

<b>ASAN 623</b>	Gender in Asian Performing Arts	Stirr	S	3	5	0
<b>ASAN 638</b>	Asian Dev & Urbanization	Kwok	F	3	4	0
<b>ASAN 750S</b>	Seminar: Southeast Asia	Aung-Thwin	S	3	1	0
ASIAN STUDIES:			G&UG		27	125
TOTAL ENROLLED:			152			

#### DANCE

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
<b>DNCE 307</b>	Philippine Dance I	Mendoza	F	2	2	6
		Mendoza	S	2	4	7
<b>DNCE 407</b>	Philippine Dance II	Mendoza	S	3	1	1
DANCE:			G&UG		7	14
TOTAL ENROLLED:			21			

#### ECONOMICS

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
<b>ECON 458</b>	Project Eval & Resource Manage	Roumasset	S	3	3	7
<b>ECON 611</b>	Economic Development Policy	Roumasset	S	3	6	0
<b>ECON 638</b>	Environmental Resource Econ	Roumasset	F	3	6	0
ECONOMICS:			G&UG		15	7
TOTAL ENROLLED:			22			

#### EDUCATION

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
<b>EDEF 360</b>	Intro to Multicultural Education	Di	F	3	0	14
EDUCATION:			G&UG		0	14
TOTAL ENROLLED:			14			

#### ENGLISH

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
<b>ENG 376</b>	Philippine Lit/Folklore in English	Sana	F	3	0	5
ENGLISH:			G&UG		0	5
TOTAL ENROLLED:			5			

# GEOGRAPHY

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
<b>GEOG 101</b>	The Natural Environment	Szuster	F	3	0	86
<b>GEOG 102</b>	World Regional Geog: Asia	Mostafanezhade	S	3	0	80
<b>GEOG 102</b>	World Regional Geog: Asia	Mostafanezhade	F	3	0	109
<b>GEOG 356</b>	Geog. of Southeast Asia	Wester	S	3	2	23
<b>GEOG 425</b>	Geographies of Popular Culture	Mostafanezhade	F	3	2	15
<b>GEOG 757</b>	Cultural Geography	Mostafanezhade	S	3	7	0
GEOGRAPHY:			G&UG		11	227
TOTAL ENROLLED:			238			

# HISTORY

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
<b>HIST 306</b>	History of Southeast Asia 18th Cent.- Present	Lanzona	S	3	1	12
<b>HIST 354</b>	Intro to Islamic Cultures	Lopez-Lozaro	S	3	0	17
<b>HIST 402</b>	Researching WWII in SEA	Kelley	S	3	2	18
<b>HIST 406</b>	Modern Philippines	Lanzona	F	3	2	14
<b>HIST 656</b>	Topics in SEA	Kelley	F	3	8	0
HISTORY:			G&UG		13	61
TOTAL ENROLLED:			74			

# INDO-PACIFIC LANGUAGES & LITERATURE

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
<b>IP 360</b>	Filipino Food Music and Ritual	'asion, Agaton S	S	3	0	24
<b>IP 360</b>	Filipino Food Music and Ritual	Pena, Irma L.	S	3	0	20
<b>IP 360</b>	Filipino Food Music and Ritual	'asion, Agaton S	S	3	0	23
<b>IP 360</b>	Filipino Food Music and Ritual	Pena, Irma L.	S	3	0	20
<b>IP 360</b>	Filipino Food Music and Ritual	'asion, Agaton S	S	3	0	26
<b>IP 363</b>	Philipine Lit in English	Sana	S	3	0	13
<b>IP 364</b>	Philipine Popular Culture	Agcaoili	S	3	0	88
<b>IP 368B</b>	Intro to S/SE Asian Film: Phil	Sana	F	3	0	15



		Collins	S	3	0	20
<b>IP 370</b>	Phil Travelogue	Sana	S	3	0	31
<b>IP 396</b>	Philippine Lit/Folklore in Trans	Mabanglo	F	3	0	5
<b>IP 399</b>	Third-level Language Study	Arboleda	S	3	0	8
<b>IP 431</b>	Rizal's Literary Works in Translat	Arao	S	3	0	16
		TOTAL INDO-PAC:	G&UG:		0	309
		TOTAL ENROLLED:	309			

#### INSTITUTE FOR TEACHER EDUCATION

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
<b>ITE 405</b>	Teaching Music	Loong	F/S	3	0	6
<b>ITE 440</b>	Curr Impl Multicult Ed	Halagao	F	3	0	13
		INSTITUTE FOR TEACHER EDUCATION:	G&UG		0	19
		TOTAL ENROLLED:	19			

#### LINGUISTICS

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
<b>LING 645</b>	The Comparative Method	Blust	F	3	6	0
		LINGUISTICS:	G&UG		6	0
		TOTAL ENROLLED:	6			

#### MILITARY SCIENCE & LEADERSHIP

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
<b>MSL 391</b>	History of Military Warfare	McKenzie	S	3	1	8
		MILITARY SCIENCE & LEADERSHIP:	G&UG		1	8
		TOTAL ENROLLED:	9			

#### MUSIC

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
<b>MUS 311H</b>	Gamelan Ensemble I	Moon	F	3	7	6
		Moon	S	3	4	5
<b>MUS 451</b>	Perspectives in K-12 Music Ed	Loong	F	3	0	7
<b>MUS 457</b>	Asian & Pacific Music in Educati	Loong	F	3	0	6
		MUSIC:	G&UG		11	24
		TOTAL ENROLLED:	35			

# NATURAL RESOURCES AND ENVIRONMENTAL MANAGEMENT

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
<b>NREM 601</b>	Econ Analysis of Nat Res Mngt	Chan-Halbrendt	S	3	23	1

NATURAL RESOURCES & ENVIRO MANAGEMENT: G&UG 23 1

TOTAL ENROLLED: 24

# PEACE AND CONFLICT EDUCATION

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
<b>PACE 345</b>	Aggression, War, & Peace	Sponsel	F	3	1	4
PACE 410	History of Peace Movements	Soetoro	S	3	0	21
PACE 413	Terrorism	Campos	F	3	0	21
PACE 420	Introduction to Human Rights	Petersen	S	3	2	16
PACE 429	Negotiation	Urosevich	S	3	0	20
PACE 430	Leadership for Social Change	Soetoro	F	3	0	26
PACE 447	Mediation Skills: UH Basic	Wiltgen	S	3	0	20
PACE 477	Culture & Conflict Resolution	Miao	F	3	2	17
PACE 485	Peace & Conflict Resoltn	Perkins	S	3	0	17
PACE 495	Practicum & Internship	Soetoro	S	3	0	5
PACE 647	Mediation: Theory and Practice	Wiltgen	F	3	11	0

PEACE AND CONFLICT EDUCATION: G&UG 16 167

TOTAL ENROLLED: 183

# PHILOSOPHY

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
<b>PHIL 330</b>	Islamic Philosophy	Albertini	F	3	0	16

ENGLISH: G&UG 0 16

TOTAL ENROLLED: 16

# URBAN & REGIONAL PLANNING

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
<b>PLAN 600</b>	Public Policy & Planning Theory	Das	F	3	14	0
		Das	S	3	10	0

<b>PLAN 603</b>	Econ Analysis/Urban Plan & Poli	Spencer	F	3	22	0
<b>PLAN 630</b>	Urban & Reg. Plan in Asia (30% Thailand & Indonesia)	Das	S	3	8	0
<b>PLAN 633</b>	Globalization & Urbanization Pol	Das	F	3	6	0
<b>PLAN 637</b>	Environmental Development Asia & Pacific -25% Indonesia	Suryanata	F	3	3	0
<b>PLAN 675</b>	Preservation: Theory & Practice	Chapman	F	3	5	0
URBAN & REGIONAL PLANNING:			G&UG		68	0
TOTAL ENROLLED:			68			

#### POLITICAL SCIENCE

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
<b>POLS 307B</b>	Southeast Asia Politics	Kimura	S	3	0	20
<b>POLS 390</b>	Political Inquiry & Analysis	Spencer	F	3	0	36
<b>POLS 640</b>	Comparative Politics	Kimura	F	3	19	0
<b>POLS 680</b>	Asian and/or Pacific Politics	Kimura	S	3	9	0
POLITICAL SCIENCE:			G&UG		28	56
TOTAL ENROLLED:			84			

#### RELIGION

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
<b>REL 209</b>	Understanding Islam	Falgout	S	3	1	10
<b>REL 443</b>	Anthropology of Buddhiism	Sponsel	S	3	0	1
<b>REL 444</b>	Spiritual Ecology	Sponsel	S	3	1	9
RELIGION:			G&UG		2	20
TOTAL ENROLLED:			22			

#### SOCIOLOGY

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
<b>SOC 305</b>	Women and Health	Kimura, A	F	3	0	15
		Kimura, A	S	3	0	5

<b>SOC 318</b>	Women & Social Policy	Kimura, A	F	3	0	20
<b>SOC 400</b>	Food, Body, Women: Biopolitics	Kimura, A	S	3	1	21
<b>SOC 730</b>	Current Issues in Sociology	Kimura, A	S	3	5	0
SOCIOLOGY:			G&UG		6	61
TOTAL ENROLLED:			67			

#### THEATRE & DANCE

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
<b>THEA 152</b>	Live on Stage	Kelty	S	3	0	15
<b>THEA 464</b>	Drama & Theatre of SEA & India	Pauka	F	3	5	9
<b>THEA 763B</b>	Sem in Asian Thea: SE Asia & In	Pauka	S	3	5	0
THEATRE:			G&UG		10	24
TOTAL ENROLLED:			34			

#### TRANSLATION & INTERPRETATION

<u>Course No.</u>	<u>Course Title</u>					
<b>TI 403</b>	Introduction to Interpretation	Rolland	S	3	1	12
<b>TI 405</b>	Court Interpreting I	Zeng	S	3	2	3
<b>TI 406</b>	Community interpreting	Zeng	F	3	2	10
<b>TI 408</b>	Medical Interpreting	Zeng	S	3	1	4
TRANSLATION & INTERPRETATION:			G&UG		6	29
TOTAL ENROLLED:			35			

#### TRAVEL INDUSTRY MANAGEMENT

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
<b>TIM 102</b>	Food & Global Cultures	Hwang	S	3	0	96
		Hwang	F	3	1	100
<b>TIM 321</b>	Sociocultural Issues in Toursim	Gershuni	F	3	0	38
		Gershuni	S	3	0	21
<b>TIM 325</b>	Destination Development & Mark	Gershuni	F	3	0	19
		Clark	S	3	0	20
TRAVEL INDUSTRY MANAGEMENT:			G&UG		1	294

TOTAL ENROLLED: 295

WOMEN'S STUDIES

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
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<b>WS 367</b>	Sustainability & Social Justice	Kimura, A	F	3	0	19
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WOMEN'S STUDIES: G&UG 0 19

TOTAL ENROLLED: 19

TOTAL AREA STUDIES: 2191

PROFESSIONAL SCHOOL COURSES

COLLEGE OF BUSINESS ADMINISTRATION

BUSINESS

<u>Course No.</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Term</u>	<u>Credits</u>	<u>G</u>	<u>UG</u>
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<b>BUS 313</b>	Econ & Fin Envir of Global Bus	Suyderhoud	S	3	0	38
		Suyderhoud	F	3	0	38

<b>BUS 622</b>	Economics of Strategy	Suyderhoud	F	3	29	0
		Suyderhoud	F	3	41	1
		Suyderhoud	S	3	30	0

<b>BUS 627</b>	Business, Govt.	Suyderhoud	S	3	29	0
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MANAGEMENT

<b>MGT 342</b>	Multinational Business Managem	Rosenblatt	F	3	0	26
		Ghumman	S	3	0	39
		Zurcher	S	3	0	8

FINANCE

<b>FIN 625</b>	Monetary Systems & Fin Markets	Bystrom	F	3	0	35
		Cargill	S	3	7	0
		Diep	S	3	32	0

BUSINESS ADMINISTRATION: G&UG 168 185

TOTAL ENROLLED: 353

TOTALS FOR STUDENTS/COURSES 2017-2018 SOUTHEAST ASIAN STUDIES

GRADS / UNDERGRADS ENROLLED	537 / 2,629	Grads	537
		Undergrads	2629
TOTAL ENROLLED IN ALL CLASSES	3166		

NUMBER OF COURSES (including repeated sections)

Languages:	65
Area Studies:	147
Total Courses:	212

Fall 2018, Spring 2019, TO BE OFFERED Languages & Literature Courses

KHMER

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 18</u>	<u>Spring 19</u>
<b>CAM 101*</b>	Elem Modern Khmer	4	X	
<b>CAM 102*</b>	Elem Modern Khmer	4		X
<b>CAM 103</b>	Conversing in Khmer I	2	X	
<b>CAM 105</b>	Web-Based Reading and Writing for Beg	2	X	
<b>CAM 107</b>	First Year Khmer	3		
<b>CAM 201*</b>	Inter Modern Khmer	4	X	
<b>CAM 202*</b>	Inter Modern Khmer	4		X
<b>CAM 205</b>	Second Year Khmer I	3		
<b>CAM 207</b>	Second Year Khmer II	3		
<b>CAM 301*</b>	Adv. Khmer language	3	X	
<b>CAM 302*</b>	Adv. Khmer language	3		X
<b>CAM 305</b>	Web-Based Read & Writ for Advanced	3		
<b>CAM 306</b>	Third Year Khmer II	3	X	
<b>CAM 401*</b>	Advanced Modern Khmer	3	X	
<b>CAM 402*</b>	Advanced Modern Khmer	3	X	X

TAGALOG (FILIPINO)

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>		
<b>FIL 101</b>	Elem Filipino	4	X	X
<b>FIL 102</b>	Elem Filipino	4	X	X
<b>FIL 201</b>	Inter Filipino	4	X	X
<b>FIL 202</b>	Inter Filipino	4	X	X
<b>FIL 301</b>	Third Level Filipino	3	X	
<b>FIL 302</b>	Third Level Filipino	3		X
<b>FIL 315</b>	Filipino Aural Comprehension	3		
<b>FIL 330</b>	Filipino Film: Art & History	3		
<b>FIL 401</b>	Fourth Level Filipino	3	X	
<b>FIL 402</b>	Fourth Level Filipino	3		X
<b>FIL 435</b>	Filipino Translation Tech	3	X	
<b>FIL 451</b>	Structure of Filipino	3		X
<b>FIL 461</b>	Filipino Contemporary Lit	3		

ILOKANO

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 18</u>	<u>Spg 19</u>
<b>ILO 101</b>	Elem Ilokano	4	X	
<b>ILO 102</b>	Elem Ilokano	4		X
<b>ILO 201</b>	Inter Ilokano	4	X	
<b>ILO 202</b>	Inter Ilokano	4		X
<b>ILO 301</b>	Third Level Ilokano	3	X	
<b>ILO 302</b>	Third Level Ilokano	3		X
<b>ILO 315</b>	Ilokano Aural Comprehension	3	X	
<b>ILO 331</b>	Contemporary Ilokano Lit	3		
<b>ILO 401</b>	Fourth Level Ilokano	3	X	
<b>ILO 402</b>	Fourth Level Ilokano	3		X
<b>ILO 424</b>	Intro Ilokano for Interpreters	3		
<b>ILO 425</b>	Ilokano for interpreters	3		
<b>ILO 451</b>	Structure of Ilokano	3	X	

#### INDONESIAN

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 18</u>	<u>Spg 19</u>
<b>IND 103</b>	Beginning Indonesian I	4	X	
<b>IND 104</b>	Beginning Indonesian II	4		X
<b>IND 203</b>	Intermediate Indonesian I	4	X	
<b>IND 204</b>	Intermediate Indonesian II	4		X
<b>IND 305</b>	Third level Indonesian	3	X	
<b>IND 306</b>	Third level Indonesian	2		X
<b>IND 307</b>	Third level Indonesian Conversation	3	X	
<b>IND 308</b>	Third level Indonesian Conversation	3		
<b>IND 402</b>	Fourth-Level Indonesian	3		
<b>IND 405</b>	Fourth level Indonesian	3	X	
<b>IND 407</b>	Fourth level Indonesian Conversation	3	X	
<b>IND 461</b>	Modern Indonesian Literature	3		X

#### THAI

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 18</u>	<u>Spg 19</u>
<b>THAI 101</b>	Beginning Thai	4	X	
<b>THAI 102</b>	Beginning Thai II	4		X
<b>THAI 107</b>	Reading & Writing Thai Script	3	X	
<b>THAI 201</b>	Intermediate Thai I	4	X	
<b>THAI 202</b>	Intermediate Thai II	4		X
<b>THAI 301</b>	Third Level Thai	3	X	
<b>THAI 302</b>	Third Level Thai	3		
<b>THAI 401</b>	Fourth Level Thai	3	X	
<b>THAI 402</b>	Fourth Level Thai	3		X
<b>THAI 452</b>	Structure of Thai	3		X

#### VIETNAMESE

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 18</u>	<u>Spg 19</u>
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<b>VIET 101</b>	Elem Vietnamese	4	X	
<b>VIET 102</b>	Elem Vietnamese	4		X
<b>VIET 201</b>	Inter Vietnamese	4	X	
<b>VIET 202</b>	Inter Vietnamese	4		X
<b>VIET 301</b>	Third-Level Vietnamese	3	X	
<b>VIET 302</b>	Third-Level Vietnamese	3		X
<b>VIET 401</b>	Fourth-Level Vietnamese	3	X	
<b>VIET 402</b>	Fourth-Level Vietnamese	3		X

## AREA STUDIES COURSES

### AMERICAN STUDIES

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 18</u>	<u>Spg 19</u>
<b>AMST 474</b>	Preservation: Hawaii/Asia/Pacifi	3		X
<b>AMST 675</b>	Preservation: Theory & Practice	3	X	
<b>AMST 676</b>	Recording Historic Resources	3		X
<b>AMST 681</b>	Vernacular Architecture	1	X	
<b>AMST 695</b>	Historic Preservation Practicum	6	X	

### ANTHROPOLOGY

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 18</u>	<u>Spg 19</u>
<b>ANTH 152</b>	Culture & Humanity (30% SEA)	3	X	X
<b>ANTH 310</b>	Human Origins	3		
<b>ANTH 345</b>	Aggression, War, & Peace	3		
<b>ANTH 385B</b>	Undergrad Sem: Archaeology	3		X
<b>ANTH 410</b>	Ethics in Anthropology	3		X
<b>ANTH 415</b>	Ecological Anthro, Texts:	3	X	
<b>ANTH 416</b>	Economic Anthropology	3		X
<b>ANTH 422</b>	Anthropology of Religion	3		
<b>ANTH 443</b>	Anthropology of Buddhism	3		
<b>ANTH 444</b>	Spiritual Ecology	3		
<b>ANTH 446</b>	Southeast Asian Cultures	3		X
<b>ANTH 461</b>	Southeast Asian Archaeology	3	X	
<b>ANTH 482</b>	Environmental Anthropology	3		X
<b>ANTH 491</b>	Topics in SEAn Art History	3		
<b>ANTH 640C</b>	Method/Theory Arch: Environ/Landscape	3		
<b>ANTH 750D</b>	Research Seminar: SEA Ethnography	3		X

### ARCHITECTURE

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 18</u>	<u>Spg 19</u>
<b>ARCH 474</b>	Preservation: Hawaii/Asia/Pacific	3		X
<b>ARCH 628</b>	Preservation: Theory & Practice	3	X	

### ART

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 18</u>	<u>Spg 19</u>
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<b>ART 176</b>	Survey of Global Art II	3		X
<b>ART 475B</b>	Art of the Pacific: Indonesia	3		
<b>ART 490B</b>	Topics SE Asian AH: Angkor	3		
<b>ART 490C</b>	Topics SE Asian AH: Thailand	3		X
<b>ART 490D</b>	Topics SE Asian AH: Monuments & Nat.	3		
<b>ART 491B</b>	Art of SE Asia: Island	3		
<b>ART 491C</b>	Art of SE Asia: Mainland	3	X	
<b>ART 791</b>	Sem in S/SE Asian Art History	3	X	

#### ASIAN STUDIES

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 18</u>	<u>Spg 19</u>
<b>ASAN 202</b>	Intro to Asian Studies:	3	X	
<b>ASAN 242</b>	Civilizations of Asia	3		
<b>ASAN 310</b>	Asian Humanities	3	X	
<b>ASAN 312</b>	Contemporary Asian Civilizations	3	X	X
<b>ASAN 320P</b>	Asian Nation St: Philippines	3		
<b>ASAN 406</b>	Modern Philippines	3	X	
<b>ASAN 463</b>	Gender Issues in Asian Soc.	3		
<b>ASAN 491G</b>	Topics in Asia: Food, Culture, and Politics	3	X	X
<b>ASAN 481</b>	Cinema of Southeast Asia	3		X
<b>ASAN 491P</b>	Philippine Identity	3		
<b>ASAN 491S*</b>	Southeast Asian Film: Indonesia	3	X	
<b>ASAN 491S*</b>	Subtitling Southeast Asia Film	3		
<b>ASAN 496</b>	Religions of Island SEA	3		X
<b>ASAN 600S</b>	Scope and Methods: Southeast Asia	3		
<b>ASAN 620</b>	Contemp Asia: Probs & issues	3	X	X
<b>ASAN 620P</b>	Prob. & Issues	3		
<b>ASAN 623</b>	Gender in Asian Performing Art	3		
<b>ASAN 624</b>	Culture & Colonialism	3		
<b>ASAN 750S</b>	Seminar: Southeast Asia	3		X

#### DANCE

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 18</u>	<u>Spg 19</u>
<b>DNCE 307</b>	Philippine Dance I	1	X	X
<b>DNCE 407</b>	Philippine Dance II	1	X	X

#### ECONOMICS

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 18</u>	<u>Spg 19</u>
<b>ECON 350</b>	Sustainable Development	3		
<b>ECON 458</b>	Project Eval & Resource Management	3	X	
<b>ECON 611</b>	Economic Development Policy	3	X	
<b>ECON 638</b>	Environmental Resource Econ	3	X	

#### EDUCATION

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 18</u>	<u>Spg 19</u>
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<b>EDEF 360</b>	Intro to Multicultural Education	3	X	X
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#### ENGLISH

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 13</u>	<u>Spg 14</u>
<b>ENG 375</b>	Philippine Lit in English	3		X
<b>ENG 376</b>	Philippine Lit/Folklore in English	3	X	

#### FASHION DESIGN TEXTILES & MERCHANDISING

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 18</u>	<u>Spg 19</u>
<b>FDM 418</b>	Costumes/Cultures South & SEA	3		X

#### GEOGRAPHY

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 18</u>	<u>Spg 19</u>
<b>GEOG 309</b>	Plants, People and Ecosystems	3	X	
<b>GEOG 324</b>	Geography of Global Tourism	3	X	
<b>GEOG 356</b>	Geog. of Southeast Asia	3		X
<b>GEOG 695</b>	Concepts and Theories in Geography	3	X	

#### HISTORY

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 18</u>	<u>Spg 19</u>
<b>HIST 162A</b>	World Cultures in Perspective	3		X
<b>HIST 242</b>	Civilizations of Asia	3		
<b>HIST 305</b>	History of Southeast Asia	3	X	
<b>HIST 306</b>	History of Southeast Asia	3		X
<b>HIST 358</b>	The World of the Mekong	3		
<b>HIST 403</b>	Vietnam: History & Memory	3	X	
<b>HIST 406</b>	Modern Philippines	3	X	
<b>HIST 407</b>	Modern Malaysia	3		X
<b>HIST 408</b>	Modern Indonesia	3		X
<b>HIST 496D</b>	Senior Tutorial: Asia/Pacific	3	X	X
<b>HIST 650</b>	Comparative Asia	3		
<b>HIST 656</b>	Topics in Southeast Asia	3		X
<b>HIST 657</b>	Historiography of Southeast Asia	3		
<b>HIST 658</b>	Seminar: Modern SEA History	3		
<b>HIST 659</b>	Seas in SE Asian History	3	X	

#### INDO-PACIFIC LANGUAGES & LITERATURE

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 18</u>	<u>Spg 19</u>
<b>IP 273E</b>	Intro Philippine Lang/Cult	3	X	X
<b>IP 360</b>	Filipino Food Music and Ritual	3	X	X
<b>IP 362</b>	Philippine Drama: Hist/Culture	3	X	X
<b>IP 363</b>	Philippine Lit in English	3		
<b>IP 364</b>	Philippine Popular Culture	3	X	X
<b>IP 368B</b>	Intro to S/SE Asian Film: Fil	3	X	X
<b>IP 377</b>	Philippine Critical Discourses	3		

<b>IP 396</b>	Philippine Lit/Folklore in Trans	3	X	
<b>IP 411</b>	Ilokano Lit in Translation	3		X
<b>IP 431</b>	Rizal's Literary Works in Translation	3		X
<b>IP 432</b>	Writings of Carlos Bulosan	3		
<b>IP 465</b>	Southeast Asian Language Teaching	3	X	

#### INSTITUTE FOR TEACHER EDUCATION

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 18</u>	<u>Spg 19</u>
<b>ITE 360</b>	Intro to Multicultural Education	3	X	X

#### LINGUISTICS

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 18</u>	<u>Spg 19</u>
<b>LING 645</b>	The Comparative Method	3	X	
<b>LING 646</b>	The Comparative Method	3		
<b>LING 770</b>	Areal Linguistics	3	X	

#### MUSIC

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 18</u>	<u>Spg 19</u>
<b>MUS 311H</b>	Gamelan	3	X	X
<b>MUS 457</b>	Asian & Pacific Music in Education	3		X
<b>MUS 601</b>	Topics in Music	3	X	
<b>MUS 678D</b>	Adv Problems in Ethno: Other	3		X

#### NATURAL RESOURCES AND ENVIRONMENTAL MANAGEMENT

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 18</u>	<u>Spg 19</u>
<b>NREM 601</b>	Econ Analysis of Nat Res Mngt	3		X

#### PEACE AND CONFLICT EDUCATION

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 18</u>	<u>Spg 19</u>
<b>PACE 345</b>	Aggression, War, & Peace	3		
<b>PACE 485</b>	Topics: Peace & Conflict Resolution	3	X	

#### PHILOSOPHY

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 18</u>	<u>Spg 19</u>
<b>PHIL 330</b>	Islamic Philosophy	3	X	
<b>PHIL 730</b>	Seminar in Islamic Philosophy	3		X

#### URBAN & REGIONAL PLANNING

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 18</u>	<u>Spg 19</u>
<b>PLAN 600</b>	Public Policy & Planning Theory	3	X	X
<b>PLAN 603</b>	Econ Analysis/Urban Plan & Policy	3		
<b>PLAN 630</b>	Urban & Reg. Plan in Asia	3		X
<b>PLAN 633</b>	Globalization & Urbanization Policy	3		
<b>PLAN 637</b>	Environmental Development	3		
<b>PLAN 675</b>	Preservation: Theory & Practice	3	X	

# POLITICAL SCIENCE

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 18</u>	<u>Spg 19</u>
<b>POLS 305</b>	Global Politics/Comparative	3	X	X
<b>POLS 307B</b>	Southeast Asian Politics	3		
<b>POLS 307G</b>	Philippine Politics	3		
<b>POLS 390</b>	Political Inquiry & Analysis	3	X	X
<b>POLS 601</b>	Pols Analysis & Theory Building	3	X	
<b>POLS 640</b>	Comparative Politics	3	X	
<b>POLS 680</b>	Asian and/or Pacific Politics	3	X	
<b>POLS 770</b>	Seminar: Public Policy	3		
<b>POLS 780</b>	Politics of Regions	3		

# PUBLIC ADMINISTRATION

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 18</u>	<u>Spg 19</u>
<b>PUBA 620</b>	Reforming Public Institutions	3	X	
<b>PUBA 622</b>	Strategies of Change	3		X

# RELIGION

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 18</u>	<u>Spg 19</u>
<b>REL 209</b>	Understanding Islam	3		X
<b>REL 352</b>	Sufism: Mystic. Trad. Of Islam	3	X	
<b>REL 383</b>	Mysticism East and West	3	X	
<b>REL 443</b>	Anthropology of Buddhism	3		
<b>REL 444</b>	Spiritual Ecology	3		
<b>REL 475</b>	Seminar on Buddhism	3		
<b>REL 495</b>	Seminar in Religion	3	X	X

# SOCIOLOGY

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 18</u>	<u>Spg 19</u>
<b>SOC 305</b>	Women and Health	3	X	X
<b>SOC 318</b>	Women & Social Policy	3		

# THEATRE & DANCE

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 18</u>	<u>Spg 19</u>
<b>THEA 464</b>	Drama & Theatre of SEA & India	3		
<b>THEA 663B</b>	Asian Theatre: Origins	3	X	
<b>THEA 680</b>	Directing Asian Theatre	3		X
<b>THEA 690</b>	Grad. Student Wkshp	v	X	
<b>THEA 695</b>	Creative Projects	3	X	
<b>THEA 763B</b>	Sem Asian Thea: SE Asia & India	3		

# WOMEN'S STUDIES

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 18</u>	<u>Spg 19</u>
<b>WS 305</b>	Women and Health	3	X	X

<b>WS 318</b>	Women & Social Policy	3	
<b>WS 440</b>	Feminist Methods	3	X
<b>WS 463</b>	Gender issues: Asia	3	

# PROFESSIONAL SCHOOL COURSES

## COLLEGE OF BUSINESS ADMINISTRATION

### BUSINESS

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Fall 18</u>	<u>Spg 19</u>
<b>BUS 313</b>	Econ & Fin Envir of Global Bus	3	X	X
<b>BUS 622</b>	Economics of Strategy	3	X	
<b>BUS 627</b>	Business, Govt.	3	X	X

### FINANCE

<b>FIN 625</b>	Monetary Systems & Fin Markets	3	
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### MANAGEMENT

<b>MGT 342</b>	Multinational Business Management	3	X	X
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## **APPENDIX 4. PROJECT-SPECIFIC PERFORMANCE MEASURE FORMS (PMF)**

## Project Goal: Increase awareness of Balinese shadow theatre through Wayang Listrik Performance

Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
1) Outreach to K-12 schools with an emphasis on serving public schools in underserved communities in Hawaii that reaches 6,000+ people in 4 years	Engage K-12 schools and their students with lecture demonstrations and workshops to enhance their understanding of Balinese arts and culture	Audience numbers at Kennedy Theatre performances	Annually	Kennedy Theatre box office	0	5,000			
		Number of participant in scheduled classroom visits	Annually	Project director notes	0	350	300	200	150
		Number of teachers reached through outreach efforts	Annually	Teacher sign up lists, surveys	0	30	20	10	5
2) Creation of teacher packet that is downloaded and distributed 150 times in 4 years	Outreach team will collect materials (film, photos, personal statements from teachers & students) to produce teacher packet	Number of packets distributed	Annually	CSEAS website analytics, Project director on distribution	0	60	40	30	20
3) Creation of online video of performance w/viewer guide for teachers, community accessed 150 times in 4 years	Produce 30 minute documentary of pre-performance and performance	1) Number of public screenings; 2) number of downloads from CSEAS website	Annually	Project director reference, CSEAS website analytics	0	1)5 2)25	1)10 2)50	1)15 2)75	1)10 2)50
	Create viewer guide for teacher training	Number of downloads from CSEAS website	Annually	CSEAS website analytics	0	35	75	20	20

## Project Goal: Enhance Area Studies Instruction at Kapi‘olani Community College

Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
1) Instructor travels to SEA country to meet with regional specialists in their discipline, collect materials for supporting classroom instruction	In-country meetings with resource people related to instructor's discipline	Report submitted by instructor post-travel	Summer/Fall	IRIS Report	0	English (SEA Lit in translation)	Art	Religion	Political Science
2) Develop a discipline-focused curriculum module related to Southeast Asia for use by teachers in the community college system	A course syllabus on Southeast Asia is developed to assist teachers to build the region into their curriculum	Survey, student evaluations	Per semester	Survey results, course evaluation	0	1	1	1	1
3) Develop course module into component of online intro to SEA course	Contribute to the building of an online course that will	Website hosting	Annually	Web analytics	0	1	1	1	1



**Project Goal: Enhance area studies/language studies  
of in-service teachers at Campbell High School**

<b>Performance Measures</b>	<b>Activities</b>	<b>Data Indicators</b>	<b>Frequency</b>	<b>Data Source</b>	<b>BL</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>T4</b>
1) Increase the number of teachers familiar with Philippine Heritage curriculum	Research and develop a focused curriculum on relevant and engaging topics related to the Philippines for use by local high school teachers	Measurement of number of teachers beginning and completing the curriculum development project	Annually	Meeting notes, sign up forms, direct contact between teachers and projects coordinators	0	3	5	7	10
2) Increase on a yearly basis the accessibility of materials created for the Philippine Heritage curriculum project	Engage SEA UH faculty to serve in an advisory capacity in topic selection for materials development	Downloads of materials published online	Annually	CSEAS website analytics	0	10	15	20	25
3) Design survey tools to verify the effectiveness of the Philippine Heritage curriculum materials developed, methods used to teach those materials	Distribute survey to teachers and students	Number of surveys returned	Quarterly or by Semester	Online and paper survey tools	0	10	15	20	25

## Project Goal: Developing Online Courses for Non-traditional Education Markets

Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
1) Courses will be developed with the UH Distance Course Design unit in the COE. One per year.	A 17-week online course will be developed using existing course materials blended with cutting edge online curriculum developers	Web-hosted	Annually	Web analytics	0	ASAN 202 Intro to SEA	HIST 320 History of SEA	ART 491 Intro to SEAn Art	Political Science 307 SEAn Politics
2) Course will be advertised widely particularly to the military community, four-year colleges/CC with little or no Asia courses. Enrollment benchmarks noted T1-T4	Advertising will go out via web postings, newsletter postings, social media announcements	CSEAS website, UHM news site, Association for Asian Studies newsletter/website, Area studies list serves	Monthly	Web analytics	0	150	150	150	150
3) Courses will become a series offering with subscriptions increasing by 5% p.a.	Courses will be posted online and managed by a UH faculty member	CSEAS website, UHM news site, Association for Asian Studies newsletter/website, Area studies list serves	Enrollment by semester and summer sessions	Web analytics	15	100	125	130	135

**Project Goal: Supporting Material Development for SEA Languages:  
Animated Philippine Traditional Folktales**

<b>Performance Measures</b>	<b>Activities</b>	<b>Data Indicators</b>	<b>Frequency</b>	<b>Data Source</b>	<b>BL</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>T4</b>
1) Develop and implement authentic and culturally appropriate teaching materials for Philippine language and literature courses for the teaching and learning of Tagalog	Recruit faculty SEA UHM to serve in an advisory capacity in topic selection for materials development	The number of designed and posted animated Philippine folktales	Annually	CSEAS website analytics	10	5	5	5	5
2) Increase on a yearly basis the number of animated traditional folktales available for teaching Tagalog language learners	Work with and support high school teachers to implement and use of these animated folktales in their classroom.	The number of designed and posted animated Philippine folktales	Semester or period of resource use	CSEAS website analytics	10	5	5	5	5
3) Design survey and measurement tools to gauge the overall engagement of the materials for the public both locally and nationally.	Survey designed and distributed to end-users	The number of respondents to the survey	By semester or period of resource use	CSEAS website analytics	0	1	1	1	1

## Appendix 4 PMF 6

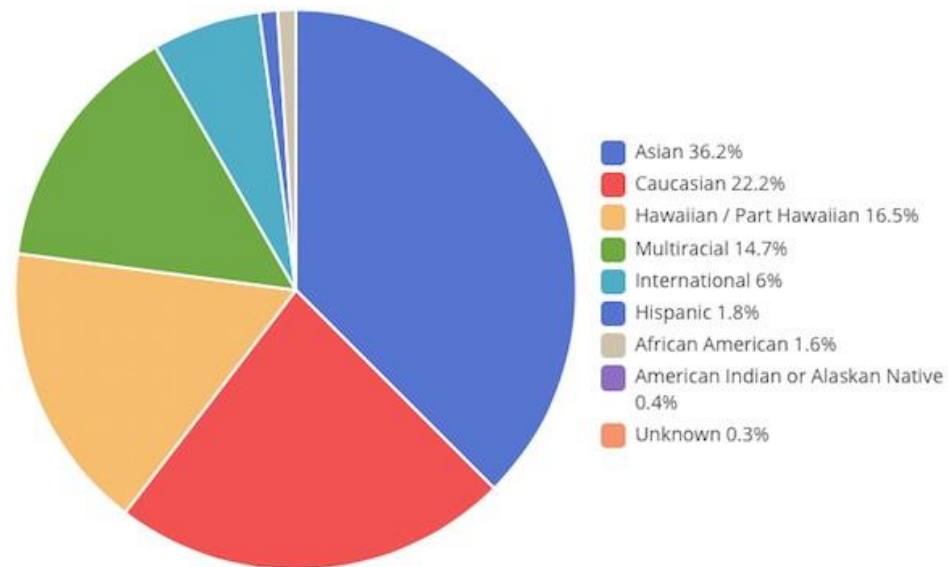
### Project Goal: Building the UHM library as a national resource center

Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
Digitizing SEA maps to increase access to UH map resources by 15,000 maps	A library assistant will digitize maps selected by the maps collection librarian	Number of maps digitized	Annually	Map collection librarian report for IRIS Report	0	7500		7500	
Creating access for hard-to-find materials from 1) Myanmar, 2) Indonesia, 3) Viet Nam by increasing contacts for acquisition over the length of the grant period	Support SEA collection librarian acquisition travel to Southeast Asia	Librarian post-travel report submitted to CSEAS	Twice in the grant cycle	Librarian report for IRIS Report	1/1/1	2/2/2		4/4/4	
Making SEA film resources available for streaming by increasing the UH collection by 25 new films a year	Librarian will work with CSEAS office to identify specific collections for streaming	Number of films made available	Annually	Website analytics to count films made available and the number of users accessing these resources	0	25	25	25	25

## APPENDIX 5. NARRATIVE SUPPORTING TABLES, DATA, & DOCUMENTS

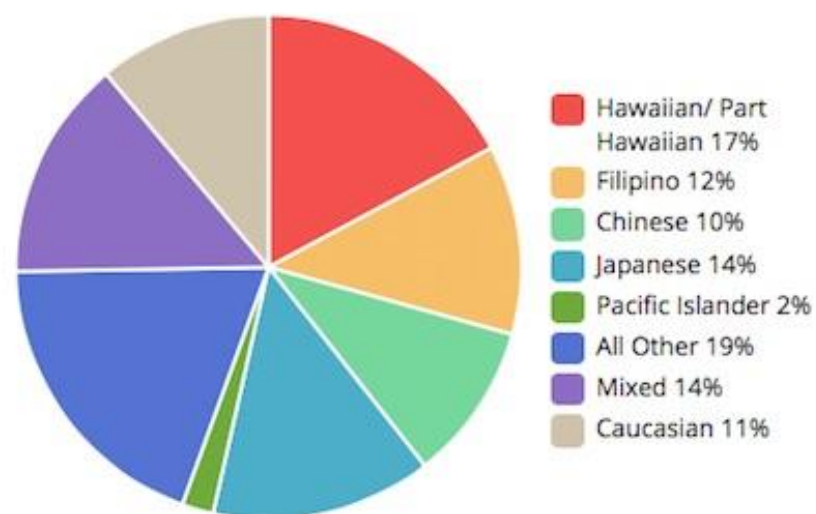
UHM Student Diversity 2017-18

Student Diversity



Kapi'olani Community College Student Diversity 2017-18

Student Diversity (full-time students)



## Appendix 5 B. Balinese Performance Outreach Data 2018

School/Community Outreach with Balinese Dance, Music, and Theatre (2015-18) - in part sponsored by the CSEAS						
School / Venue	Date	Students	Teachers *	Gen. Audience	Occasion	Program Type
1 Chaminade campus - Kaimuki, Oahu	3/28/15	125	20		PAAC Global Vision Summit for High schoolers	Dance
2 Holy Nativity school - Aina Haina, Oahu	4/10/15	145	18		Global Awareness Day	Dance
3 Gamelan Concert - Manoa, Oahu	4/18/15			350	Commemoration concert to honor Pak Susilo	Dance and Music
4 Mililani High school, Mililani, Oahu	5/8/15	70	2		Special class project on SEA arts	Dance and workshops
5 Bodhi Mediation Center - Nuuanu	5/16/15			60	Annual community appreciation	Dance
6 Early Childhood Education Center	7/15/15	42	3		Cultural enrichment program	Dance
7 Fern Elementary School - Kalihi, Oahu	7/2/15	130	6		Cultural enrichment program	Dance
8 Waialae elementary school	7/8/15	30	2		Cultural enrichment program	Dance and workshops
9 Kainalu Elementary School, Kailua	9/18/15	480	12		Cultural enrichment program	Dance and workshops
10 Punahou School	1/11/16	50	2		Lecture and workshop	Pre-show workshop
11 Manoa Elementary School	1/12/16	90	3		Lecture and workshop	Pre-show workshop
12 Huakailani School for Girls	1/13/16	11	1		Lecture and workshop	Pre-show workshop
13 Mid Pac Institute	1/23-2/12/16	26	2		3-week master classes in shadow theatre	workshops
14 Honolulu area schools (9) @ Kennedy Theatre	1/28/16	540	23	10	Special school show of "Monkey Kings"	Theatre performance
15 Shangri La	2/6/16			70	Community outreach Salon series	Lecture on Balinese arts
16 Punahou middle school	2/10/16	385	16		Cultural enrichment program for 7th graders	Dance
17 Shangri La	2/13/16			70	Community outreach Performing arts series	Dance and Music
18 Molokai Public Library	2/17/16			86	Community outreach Arts on Asia	Dance and Puppetry
19 Molokai High school, Molokai	2/18/16	270	16		Cultural enrichment program	Dance and Puppetry
20 Kaunakakai Elementary School, Molokai	2/18/16	310	24		Cultural enrichment program	Dance and Puppetry
21 UH Hilo Performing Arts Center, Big Island	2/24/16			55	International Performing Arts Series	Balinese Dance Concert
22 UH Hilo Performing Arts Center, Big Island	2/24/16	28	4		master classes for dance + theatre students	master classes
23 Kahilu Theatre, Waimea, Big Island	2/25/16			78	International Performing Arts Series	Balinese Dance Concert
24 Waimea area schools (8) @ Kahilu Theatre	2/26/16	470	38	12	Cultural enrichment program	Dance and Puppetry
25 Gamelan Concert - Manoa, Oahu	11/19/16			280	Semi-annual concert for the community	Dance and Music
26 Castle High school, Honolulu	1/12/17	25	4		workshops for students	Dance and workshops
27 Waianae Community Center	1/14/17	20	4		Cultural enrichment program	Dance performance
28 Northshore Elementary school, Oahu	1/17/17	35	6		Cultural enrichment program	Dance and lecture-demo
29 Manoa Experience at UHM	2/15/17	120	12		Recruitment fair	dance performance
30 Gamelan Concert - Manoa, Oahu	4/22/17			265	Semi-annual concert for the community	Dance and Music
32 Gamelan Concert - Manoa, Oahu	11/18/17			290	Semi-annual concert for the community	Dance and Music
33 International Thespian Festival Honolulu	1/28/18	16			Workshop for theatre students	Balinese dance workshop
34 Children's gamelan group	ongoing since 2015	40			weekly classes	Gamelan music
35 Gamelan Concert - Manoa, Oahu	4/21/18			235	Semi-annual concert for the community	Dance and Music
36 Kahala Nui Senior Home	5/29/18			45	Community outreach	dance and music
37 Kennedy Theatre	06/2-06/3/2018			1145	<i>The Abduction of Sita</i> - Ramayana dance drama	Music, dance, and drama
38 Orff Music education concerence	6/6/18		12		Music conference for teachers	gamelan demonstration
39 Kennedy Theatre	1/22 - 1/31/2016			4589	Main stage performance of full show - <i>Subali-Sugriva: Battle of the Monkey Kings</i>	dance drama
<b>TOTAL</b>		<b>3458</b>	<b>230</b>	<b>7640</b>		

\*includes teachers and educational assistants



UNIVERSITY of HAWAII\*  
**KAPĪ'OLANI**  
COMMUNITY COLLEGE

June 19, 2018

Dr. Miriam Stark  
In-coming Director, Center for Southeast Asian Studies  
University of Hawaii  
Honolulu, Hawaii 96816

Dear Dr. Stark:

On behalf of Kapi'olani Community College I am writing to express strong support for the Center for Southeast Asian Studies' (CSEAS) proposal to the U.S. Department of Education for designation and funding as a Title VI National Resource Center. Our past collaboration has significantly supported and enabled Kapi'olani Community College to internationalize its curriculum, faculty and students. Working in partnership with CSEAS Kapi'olani Community College (KCC) has been able to begin incorporating a global dimension in all aspects of the college. KCC, as a Minority Serving Institution, services a multitude of diverse racial and ethnic students, including those traditionally underserved Hawaiian and Pacific Islands students.

CSEAS is proposing a four-year Kapi'olani Community College (KCC) University of Hawaii CSEAS infusing Southeast Asia into the Community College project to help full-time KCC (a MSI) incorporate Southeast Asian content into courses that the college's two most common majors require to earn either an **AA** (Liberal Arts and Sciences) or **AS** (Hospitality and Tourism Management ) degrees. Courses in three fields fulfill general education requirements and will be enhanced through the infusion of Southeast Asian material: History, English (Literature), Art, and Religion.

CSEAS has understood the importance of partnership with a community college and has reserved a seat on the CSEAS Executive Board for a representative from a community college. KCC has been fortunate to be represented on the Executive Board and to play an important role in CSEAS' efforts to utilize its resources to assist KCC in helping us and the other six community colleges in Hawaii to begin to play a greater role in help to internationalize the other community colleges in Hawaii.





UNIVERSITY of HAWAII\*  
**KAPI'OLANI**  
COMMUNITY COLLEGE

We have every confidence in the continued leadership of the Center for Southeast Asian Studies.

On behalf of KCC we look forward to continued collaboration with CSEAS to achieve local, national, and international impact on students at Kapi'olani community College.

Sincerely,

A handwritten signature in cursive script that reads "Joseph L. Overton".

Joseph L. Overton, Ph.D.

Professor, Political Science

Director, Office for International Affairs

Chair, Paul S. Honda International Center

Kapi'olani Community College

Honolulu, Hawaii



UNIVERSITY  
of HAWAII®  
MĀNOA

June 13, 2018

Miriam Stark, Director of CSEAS,  
University of Hawaii, Manoa  
Center for Southeast Asian Studies  
Moore Hall 406  
Honolulu, HI 96822

Dear Dr. Stark,

I am pleased to write a letter of support for the UHM Center for Southeast Asian Studies' application for a National Resource Center Grant Under Title VI from the US Department for Education.

The College of Education's Department of Curriculum Studies is interested in collaborating with the UHM Center for Southeast Asian Studies (CSEAS) to develop teaching modules for high school teachers and students focused on a Philippine Heritage curriculum. The "Pamana" project under the direction of Professor Pia Arboleda will enhance and complement current modules that experts from the College of Education have already developed. This will strengthen Philippine language classes in high schools that have existing programs, and will encourage other high schools to start culturally relevant language programs.

We look forward to working with the CSEAS on this project and on others like it in the future.

Sincerely,

A handwritten signature in black ink that reads "Patricia E. Halagao".

Patricia E. Halagao

Chair and Professor, Curriculum Studies



# Balinese Performing Arts

for Your Students *SPRING 2016*

SUITABLE FOR

K-12



With identified connections to **Common Core State Standards (CCSS)** and **Hawai'i Content & Performance Standards (HCPS III)**. To view connections, visit our webpage at [www.cseashawaii.org/programs/performance/wayang-listrik](http://www.cseashawaii.org/programs/performance/wayang-listrik)



UNIVERSITY OF HAWAII  
**theatre + dance**  
theater for young audiences  
asian theatre program

In conjunction with the Asian Theatre Program's

Jan 22-31 **BALINESE WAYANG LISTRIK**

PR/Award # P015A180093

2016  
Page e155

Large-screen Shadow Puppet Theatre



# Aloha educators!

Welcome, and  
Selamat Datang!

The  
**UH Mānoa Asian  
Theatre Program**  
and the  
**Center for Southeast  
Asian Studies**  
are pleased to bring  
Balinese performing  
arts to the children  
and youth of Hawai'i!

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## ABOUT THIS GUIDE

This educational resource guide includes materials and resources to introduce you and your students to traditional and contemporary Balinese performing arts.

This resource guide is also downloadable on our website, along with updates on the production, outreach events, educational behind-the-scene videos and other ways to connect.

[www.cseashawaii.org/  
programs/performance/  
wayang-listrik](http://www.cseashawaii.org/programs/performance/wayang-listrik)

Information in this guide works best with our in-school "playshops," but can also be used as standalone material. It is not necessary to have seen the Kennedy Theatre Spring 2016 production of Balinese Wayang Listrik in

order to benefit from the material presented in this guide.

## WHY BALINESE PERFORMING ARTS?

Bali is a small island in the island nation of Indonesia in Southeast Asia. Balinese music, dance, theatre and shadow puppetry are rich with history, culture and storytelling in ways that naturally invoke creativity in every child.

Most Balinese artists would have begun their creative endeavor very early in their lives, making Balinese performing arts readily accessible to children and youth of prime learning age. We are excited for you and your students to discover all that our performing arts offer!

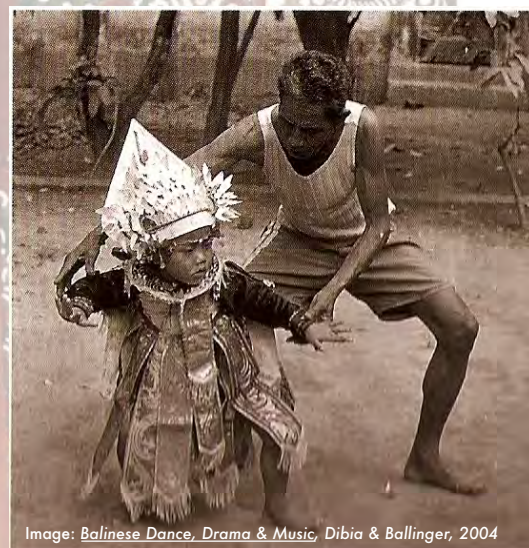


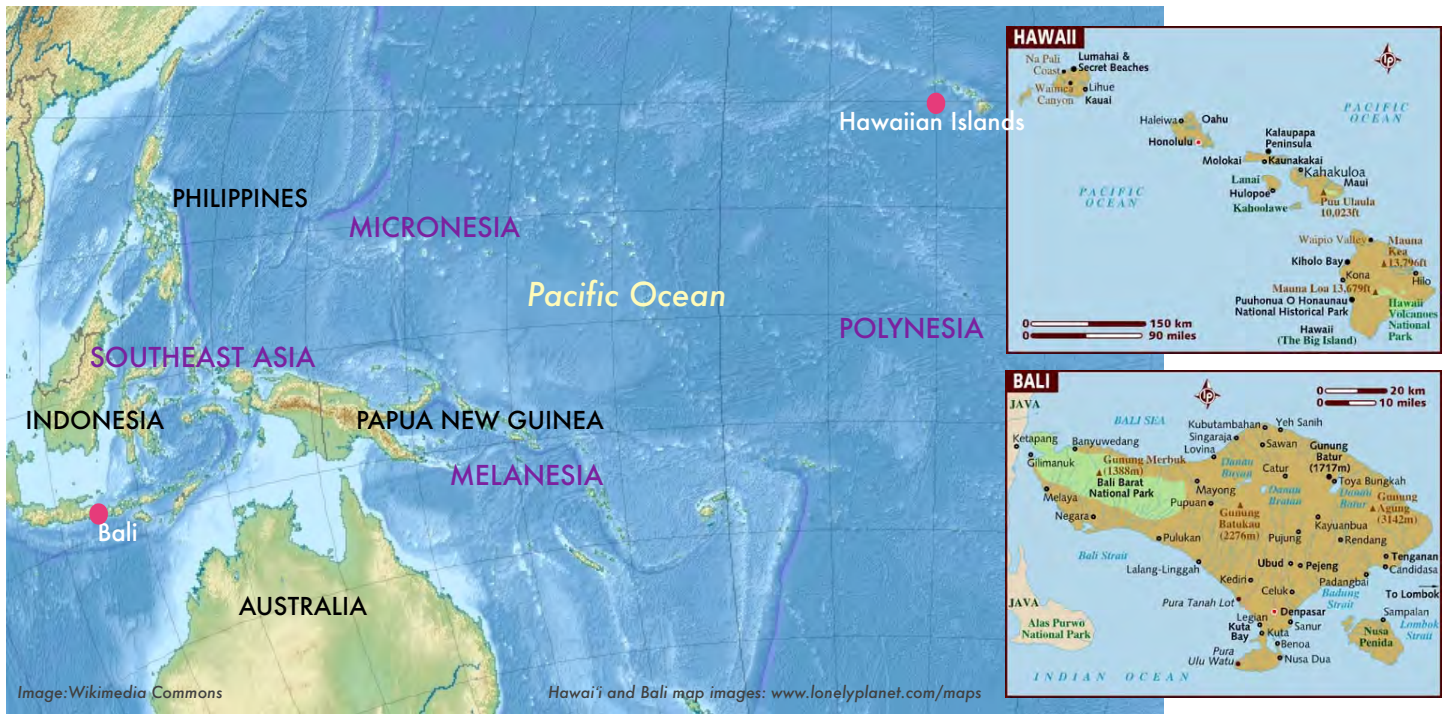
Image: Balinese Dance, Drama & Music, Dibia & Ballinger, 2004

Guest artist Ketut Wirtawan when he was a young boy learning the *baris* dance from his grandfather, the famous I Nyoman Kakul

Background image: Heru S. Sudjarwo

## CONTACT US:

For questions on outreach activities and the Kennedy Theatre show, please contact **Margot Fitzsimmons, coordinator for the Theatre for Young Audiences Office, at (808) 956-2591 and [kt youth@hawaii.edu](mailto:kt youth@hawaii.edu).**



## ABOUT BALI (and connections to Hawai'i!)

- Bali is a small island in the eastern part of Indonesia, a country in Southeast Asia.
- Indonesia is a huge country with about 17,000 islands, 6,000 of which are inhabited, with different ethnic groups and languages.
- Bali is one of the smaller islands, just east of Java, and has about 4.2 million people.
- Eighty-five percent of the people in Bali are Balinese Hindu (though it's quite different from Hinduism in India).
- Most Balinese are bilingual, speaking both Indonesian and Balinese.

DID YOU KNOW that on April 14, 2014, Bali and Hawai'i became sister islands? This makes sense because not only are the two places part of the Asia Pacific region, they are both beautiful islands with rich performing art traditions. What is really cool is that they also share linguistic similarities despite being thousands of miles away. The Hawaiian and Balinese/Indonesian languages descend from a common ancestral speech community.

**\*\*Check out these Indonesian, Balinese and Hawaiian words that sound very similar to each other! Try them out loud with your students! \*\***

### ENGLISH

### HAWAIIAN

### BALINESE (B) / INDONESIAN (I)

Fish	I'a	Ikan (I)
Eye	Maka	Mata (B/I)
Rooster/Bird	Manu	Manuk (B)
Coconut	Niu	Nyuh (B)
Water	Wai	Yeh/Air (B/I)
Me	A'u	Aku (I)
Flower	Pua	Bunga (I)
Come/Let's	Mai	Mai (B)
Body hair	Hulu	Bulu (B/I)
Leaf	Lau	Daun (B/I)
Fruit	Hua	Buah (B/I)
Root	A'a	Akah/Akar (B/I)
Three	Kolu	Telu (B)



# About Balinese Performing Arts



Photo courtesy of Eric Chang at the East-West Center Arts Program

## Life, ritual and performance

Balinese performing arts are a smorgasbord of visual, tactile and auditory richness. Bali is special because of the fluid intersection between spiritual life and creative endeavor. Music, dance and theatre are learned and performed for the divine as well as the human audience. Stories are told both to teach the young about their tradition at the same time that it is a favorite activity enjoyed by all. Children are exposed to these art forms from a very early age through temple ceremonies and other community activities that happen on a regular basis.



A young Balinese girl waits for the start of a ceremony involving dance during the celebration of Nyepi in Bali, a day of silence, which also marks the new year on the Balinese lunar-based saka calendar.

Made Sidia, a well-known Balinese artist, greets students at a school outreach event during his 2010 East-West Center residency. He is wearing the *topeng tua* mask depicting an old man.

## Desa, kala, patra - Place, time, circumstance

A pretty special thing about Balinese performing arts is also its rootedness in Balinese religious and spiritual philosophy. One of the prevalent philosophies is that of *desa, kala, patra* or place, time, context. Embracing this philosophy motivates one to consider whether an action suits the particular place, time and context that he or she is in. This extends to the performing arts as well. Instead of rendering the arts rigid and "regimented" however, this philosophy may actually help explain why every performance is unique and in some cases, improvisatory in nature and essence. For example, while the "main" story is an episode from the Ramayana, it is not unusual for a performance to incorporate social commentary on current events or the latest gadget trends!

## Telling stories through sound, movement, masks and puppets

At the core of the craft, as is the case generally in Balinese performing arts, is learning how to breathe life into an object (including one's own body!) and tell a story or depict a character in a compelling, entertaining and almost other-worldly way.



## Multiple sources of stories

The different Balinese art forms draw from many sources of stories. The main ones are native and specific to Bali and nearby Java - old epic poetry recounting tales of grandeur of old Javanese kingdoms such as the *Panji* cycle, as well as local adaptations of the Indian *Ramayana* and *Mahabharata*.

Like the *Odyssey* and other old epic poems, the *Ramayana*, a story approximately 2,400 years old, is about a journey of external and internal struggle, with a rich serving of kings and queens, advisers and seers, as well as magical beings like the elusive golden deer, the white monkey king and scary giant ogres.

The Indian *Ramayana* epic, along with the *Mahabharata*, have had a great influence on Balinese arts

and culture for centuries. These texts are so long that performances, whether through dance, theatre or puppetry, usually only depict a particular shorter episode rather than the entire text.



A mosaic of one of the episodes from Homer's *Odyssey* depicting Odysseus and his men approaching the island of the sirens

## Character types in Balinese performance

Across the different genres of performance, character types in the stories or sketches being performed can roughly be divided into strong (*keras*) and refined (*alus*). And then there are the clown characters, who are typically also narrators in Balinese performance, able to translate from the ancient literary language of *kawi* (old Balinese/Javanese) to present-day Balinese, acting as a conduit between the world of the characters and that of the audience.

*"At the core of the craft, as is the case generally in Balinese performing arts, is learning how to breathe life into an object (including one's own body!) and tell a story or depict a character in a compelling, entertaining and almost other-worldly way."*



An intricate painting of an episode from the *Ramayana*, portraying the battle of Sugriwa and Subali born out of an unfortunate misunderstanding



Balinese *gamelan* music culture and education are **multitudinous and dynamic**. In general the art form can be described as different kinds of ensembles of percussion-based traditional instruments made up of metallophones, kettle-gongs, hanging gongs and drums. But even this mouthful description does little justice to the variety and recent developments in approaches to the creation of sound and music both in and outside of Bali using the instruments. For example, the traditional *gamelan jegog* from Jembrana in west Bali is made up of vibraphone-like bamboo-based rather than metal-based instruments. Not to mention different scales being used, such as the popular pentatonic *gamelan gong kebyar*, the 4-tone *angklung*, and the more recent 7-tone *gamelan semaradana*.

But perhaps most importantly is the concept of **teamwork - *gamelan* is a group effort, both in terms of the socialization of its practice and the actual physical creation of sound and is therefore a wonderful tool for learning**. A perceived melody or rhythm to the audience can in fact be produced by all twenty or so musicians - every part is important. Almost every instrument is part of a pair, played by two different people, tuned to slightly different frequencies to create the characteristic *ngumbang-ngisep* or shimmering sound of *gamelan* due to wave interference. The rich sound of *gamelan* melodies and rhythms also come from the concept of *kotekan*, which is where two interlocking melodies, played by two different people, create one rich melody and rhythm. Combine this with *layers* of *kotekan* in a composition, you have what truly is an ensemble. This means that it is critical that rehearsals are fully attended, and overzealous individualistic personalities rarely make it very far in an ensemble.

Balinese dance is characterized by **precise movements, both slow and sudden, as well as bold and refined**. Dances are performed as offerings to the spirit world. Sometimes a dance is a re-enactment of a scene from a story. Sometimes they aren't stories, but character sketches. The movements themselves are abstract, and generally do not literally "act



A youth group from Ubung, Denpasar at a gender festival (gender is a metallophone with resonators, typically used in traditional shadow puppet performances)

# Balinese Gamelan MUSIC and DANCE



Boys and girls learning the *baris* warrior dance together by following their teacher

out" the actions in a story, nor simply mime the mannerisms of the character.

Much of the movement phrases are **abstract interpretations of the natural and social environment**. For example, one movement in Balinese dance called *nyegut* is used during heightened moments and faster tempo during which the eyes dart to the side, center, down, and center again, repeatedly. This is inspired by the veins of a leaf – there's the straight line down the middle and the tributary veins coming off of the main vein going sideways. But when the dancer does this move in the *legong* dance, for example, she isn't trying to portray a leaf - instead she's embodying the heightened energy in the music that changed suddenly from slow to fast. The leaf is simply an inspiration. This is what is meant by abstraction. Another dance phrase is inspired by how a gecko scutters away on water called *lasan megat yeh*, which translates into the dancer moving side-to-side, isolating her neck and shaking her head while her arms cross her body over her chest, and her feet tiptoe while shuffling sideways.



**FUN FACT:** In December 2015, nine traditional Balinese dances were officially recognized as part of UNESCO's list of humanity's intangible cultural heritage.



# Wayang: SHADOW Puppet Theatre

## STEP 1

### FIND/MAKE A SCREEN

You and your class can easily create a mini *wayang kulit* theatre from daily objects and materials. The screen can be white cloth, white paper or even the white wall!

## STEP 2

### MAKE THE PUPPETS

Have your students draw the shape of their character on a piece of stiff paper, and cut out the shape. You can also use the cut-outs in this guide (see pages 11-12). Tape a satay stick or chopstick to the back of the cut-out and you have a puppet!

MAKE YOUR  
OWN SHADOW  
PLAY!

Balinese shadow puppetry consists of leather puppets (*wayang kulit*) on sticks, a source of light (traditionally an oil lamp called *blencong* or *damar*), and a screen (*kelir*) on which the shadow is cast.

Puppets not in use would be stuck into the *gedebong*, traditionally the trunk of a banana tree. The *gamelan* ensemble that usually accompanies a traditional *wayang kulit* performance is called the *gamelan gender wayang*. The puppeteer, called the *dalang* is a true master artist, playing the role of puppeteer, actor, dancer, musician and conductor all at the same time. He also must have deep knowledge of the old Balinese and Hindu texts from which *wayang* stories are derived.

In Balinese *wayang kulit* there are two major kinds of characters/puppets. The "clown" narrator puppets, and the story character puppets (kings, angels, ogres, princesses etc).

## STEP 3

### SHINE SOME LIGHT

A strong-shining study lamp would do. Have it shine from behind the puppet, so that the shadow is cast onto the screen. While it would be a fire hazard to use an actual oil lamp, the flickering nature of an open flame is what gives life to a traditional *wayang kulit* shadow.

## STEP 4

### BE A DALANG!

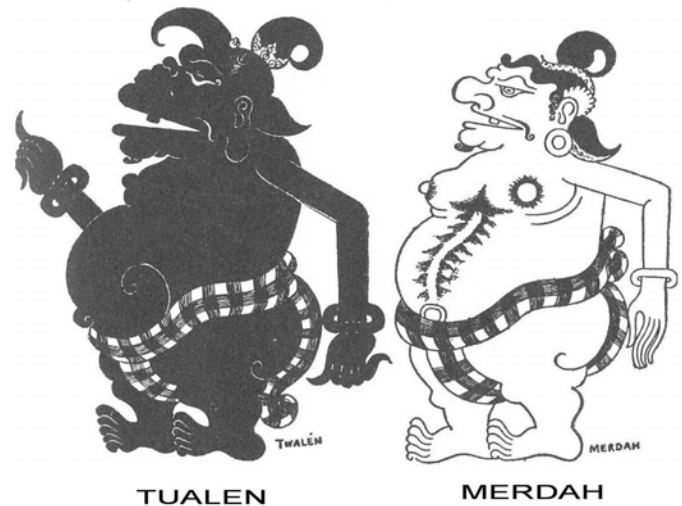
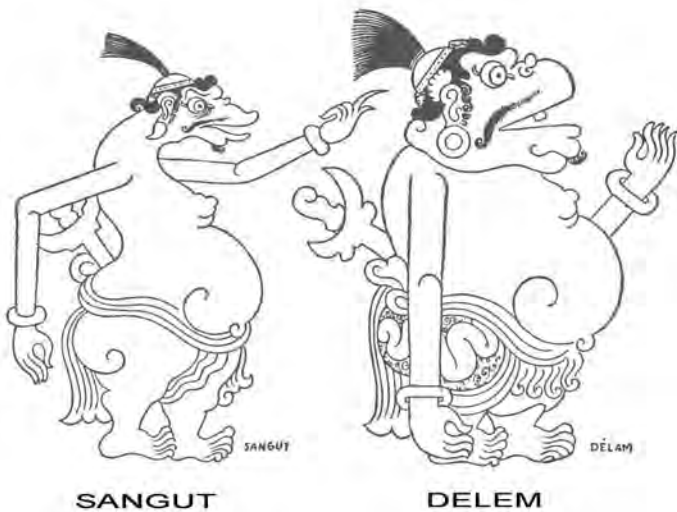
The playfulness and spirit of joy in what the *dalang* does lies in all of us - when we first begin role-playing at an early age. Allow your students to call on this playfulness and joy, doing different voices and improvising as they go along.



A young Balinese *dalang* shows his stuff at a local youth *wayang kulit* competition.

Image: [www.dedoitblog.wordpress.com](http://www.dedoitblog.wordpress.com)

(continued on the next page)



But make no mistake, the four clown puppets whose names are Delem, Sangut, Merdah and Twalen are revered puppets and are particularly spiritually potent. They also demonstrate the absence of the “fourth wall” in Balinese theatre: the puppets in a *wayang kulit* performance interact with the audience in the middle of the story being told. In fact, anachronisms are part of *wayang kulit*! Your students can practice switching between “narrator” puppet and “character” puppet voices. Refined character types such as gods and goddesses, ministers and knights, angels and mystical creatures make up another group of puppets. You will notice that unlike the four clown-narrator puppets, these puppets do not have movable mouthpieces. They usually speak in high Balinese, with the clown-characters doing the translating for the audience.

In addition to the clown-narrators, refined royalty and mystical creatures, there are numerous other puppet character types. The most intricate and grand ones tend to actually be the demons, ogres and giants. But a *wayang kulit* performance will never be complete without the most important puppet of all, the *kayonan* or the tree of life. Have fun making your Balinese shadow puppets!





## WHAT IS "WAYANG LISTRIK"?

"Listrik" is the Indonesian word for "electric" or "electricity" referring to the use of electric light projections on large screens, which is a recent development in shadow puppetry in Bali that began approximately in the late 1980s. Well-known *dalangs* like Ketut Kodi and Made Sidia (who have been to Hawai'i before!) along with filmmaker-puppeteer Larry Reed experimented with this new media for *wayang*. Reed and Sidia further developed this form into what is referred to today as *wayang listrik*, combining large screens, paintings, film, complex lighting, dancers and dance-puppeteers with puppet shadow masks. The Asian Theatre Program's Balinese *Wayang Listrik* production incorporates elements borrowed and modified from existing Balinese performing art forms: theatre, music, dance, and shadow puppetry.

## QUICK GUIDE: SOME BALINESE PERFORMING ART FORMS

### 1. *Gamelan* music

Bali, like many other Southeast Asian communities, has its own *gamelan* culture. A *gamelan* is an orchestra of metallophones, gongs, and drums. Different *gamelan* ensemble types could have as few as two instruments to as many as over twenty instruments.

### 2. *Pelegongan* and *kebyar* dances

*Pelegongan* is a classical refined female form, usually the first form that young girls learn and perfect throughout their dancing lives. The explosive *kebyar* form began to take root in the early 20th century; its first piece, *Kebyar Legong* was choreographed to the *gamelan gong kebyar* orchestra in 1915 by Pan Wandres.

### 3. *Topeng* or masked dance-drama

*Topeng* dance always uses a variety of masks, depending on the character being performed, of which there are generally four kinds: clowns/narrators, refined royalty, stronger aristocrats, and buffoon-like villains. Many *topeng* performances are commissioned in conjunction with a temple ritual.

### 4. *Gambuh* and *arja* dance-dramas

Bali also has a complex sung and spoken dance-drama culture embodied in the artistically challenging classical form of *gambuh*, dating as far back as the 14th century, as well as *arja*, a more recent development in the 19th century.

### 5. *Wayang kulit* or shadow puppetry

"*Wayang*" refers to "shadows" while "*kulit*" means "leather", from which Balinese shadow puppets are made. A traditional night-time performance would have an oil lamp (*blencong* or *damar*) as the light source, with the shadow cast on a white cloth screen (*kelir*). Audience members, however, may watch from either side of the screen. And of course, the most important person is none other than the *dalang* - the shadow puppeteer.



Dewi Tara and the monkey kings



Monkey kings Sugriwa and Subali in battle - view from behind the screen. Actors are wearing puppet shadow masks.



Monkey kings Sugriwa and Subali in battle - view from the audience side of the screen



The actor-dancer-puppeteers in front of the screen, this time with traditional Balinese half-face masks

## POSSIBLE PRE-SHOW DISCUSSION QUESTIONS

1. Do you know any mythological adventure stories? Name a few if you know them.
2. What characterizes these adventure stories? What is the story usually about?
3. What are some similarities and differences between characters in Greek/Roman mythology and Hindu mythology?
4. Have you ever had a fight with your sibling or friend over a misunderstanding? Misunderstandings are a source of some of the most classic stories. Think of Romeo & Juliet's confusion over fake and real death, or Cervantes' Don Quixote who thinks he's a gallant hero fighting a giant (which is actually a windmill).
5. What do you think these seemingly fantastical or silly stories are trying to teach us?

## POSSIBLE POST-SHOW DISCUSSION QUESTIONS

1. What do you notice is different about Balinese shadow puppet theatre and other kinds of theatre or drama that you've watched before?
2. You may notice that sometimes the characters spoke in English, and sometimes in Indonesian or Balinese. Were you still able to follow the story? How did you do this?
3. What do you think about the music that accompanied the story? What kinds of instruments do you think they are? What does the music sound like to you?
4. What was the story about on the surface, and what do you think it's *really* about?
5. Which character(s) did you like, and which character(s) did you not like? Explain why.

## MAKE A DANCE!

- Ask your students to think about things in nature or daily activities. For example, "a cat pouncing" or "flowers in a lei"... anything!
- For younger students, you can also make this a vocabulary exercise, so instead of a full phrase, it can just be a word such as "cat" or "lei".
- You can also have each student pick a phrase/word out of a hat and make his/her dance move from that phrase/word.
- The key here is to let them be creative and have fun with it so that they're not worried about trying to "reproduce" something exactly, but instead to imbue the movement with their own sense of aesthetic and just use the object, animal or action as initial inspiration.  
(Remember the concept of "abstraction" from page 6.)
- It doesn't have to be long, maybe just 4 single movements strung together into one short dance "word" or "phrase" on 4 counts.
- The students can be in groups of 2 or 3. First each member shows the others in their group their dance while their friends count the steps for them (it helps!).
- Then, if they're up for some dance collaboration, each group can come up with a longer dance which is like a "sentence" made of "words" or "phrases".



## HAVE FUN!

Image: [www.blog.teacollection.com](http://www.blog.teacollection.com)

**FYI** A video recording of our Spring 2016 Balinese Wayang Listrik Kennedy Theatre show (January 22 - 31, 2016) and behind-the-scenes documentary will be streamed online at <https://vimeo.com/uhcseas>

# PUPPET TEMPLATE: Refined character

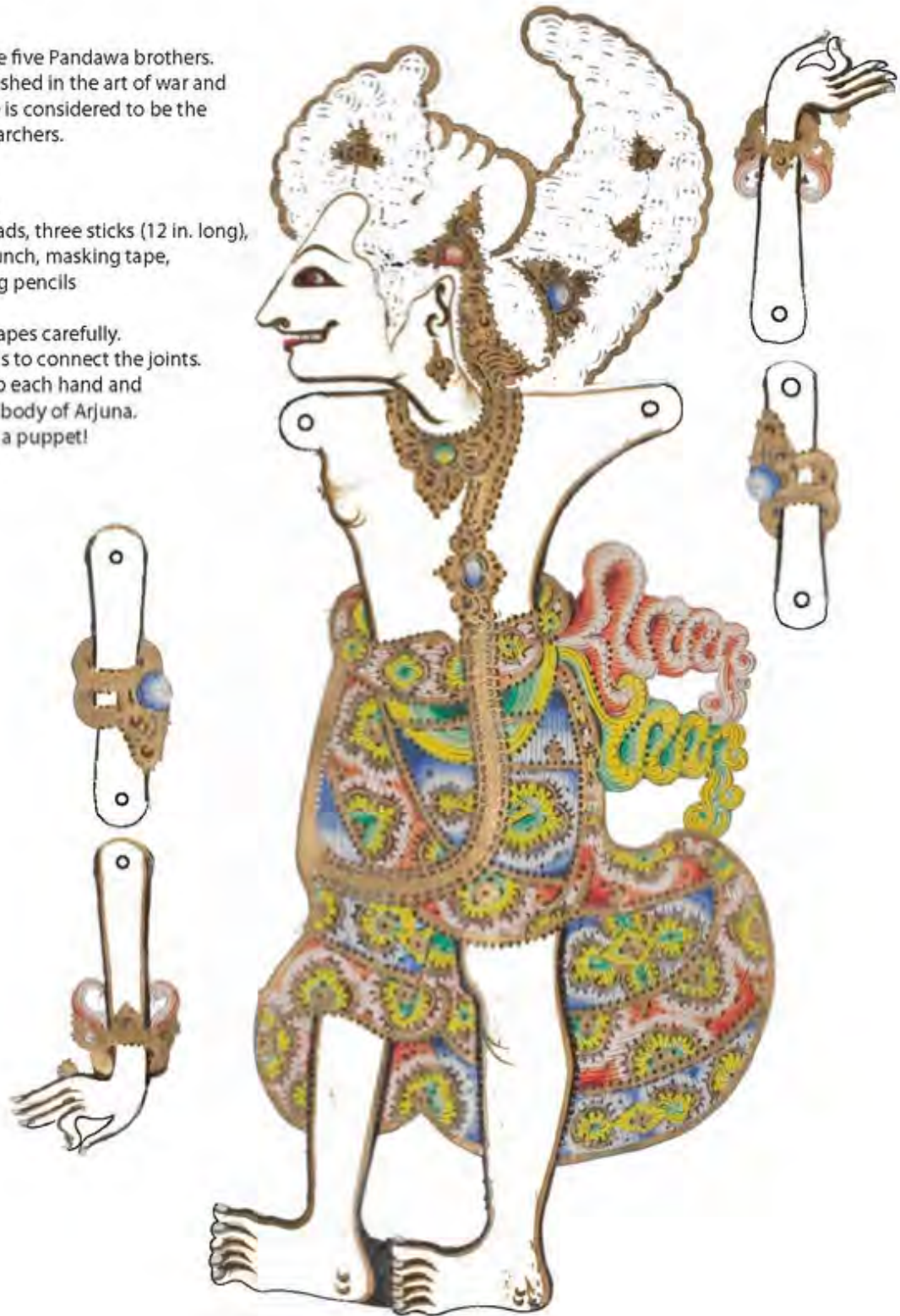
## Arjuna

The third of the five Pandawa brothers. Most accomplished in the art of war and meditation, he is considered to be the greatest of all archers.

You will need:

four brads, three sticks (12 in. long),  
hole punch, masking tape,  
coloring pencils

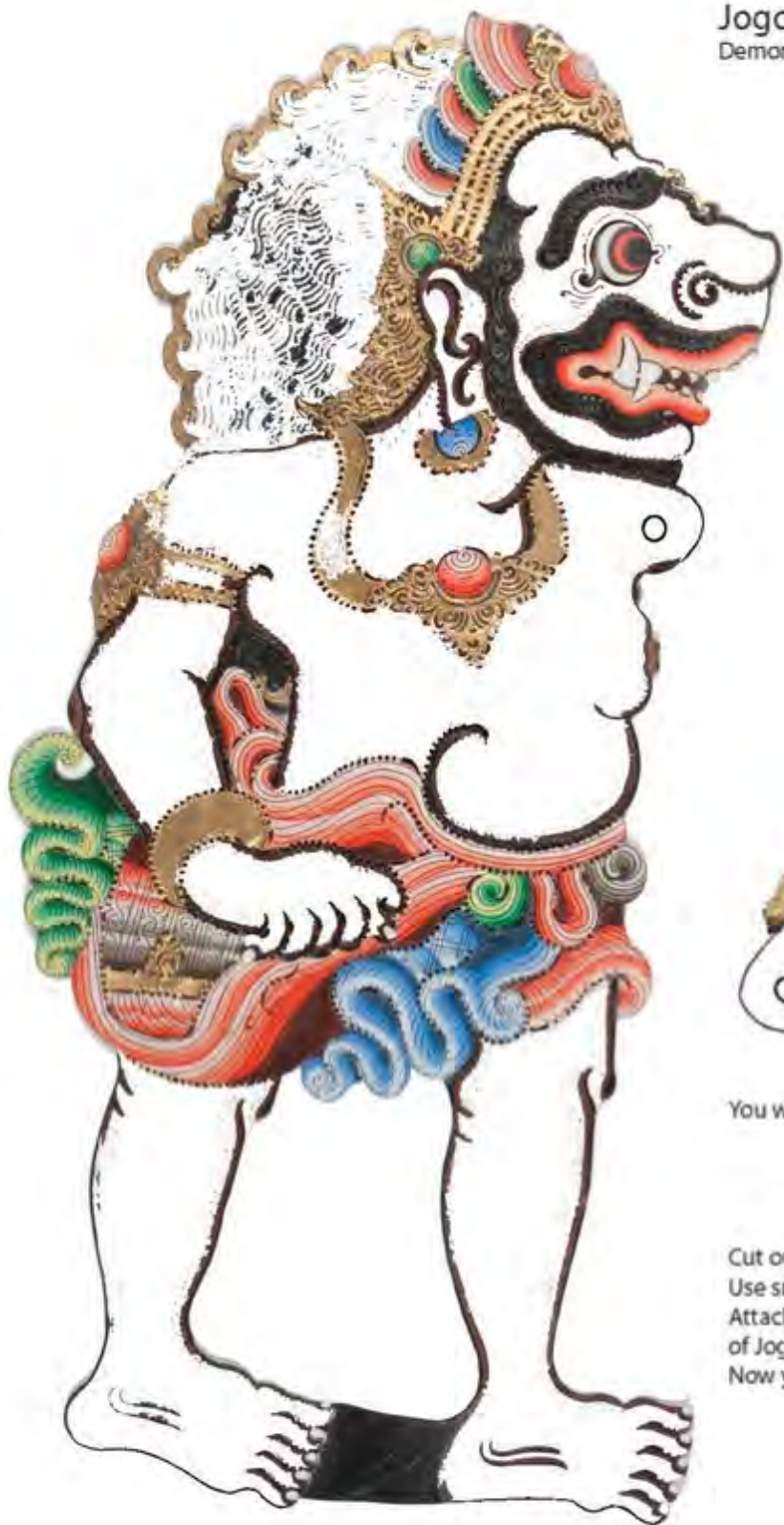
Cut out the shapes carefully.  
Use small brads to connect the joints.  
Attach sticks to each hand and  
also along the body of Arjuna.  
Now you have a puppet!







# PUPPET TEMPLATE: Giant character



**Jogormanik**

Demon minister-judge of the Hell, Yamaloka.



You will need:

two brads, two sticks (12 in. long),  
hole punch, masking tape,  
coloring pencils

Cut out the shapes carefully.

Use small brads to connect the joints.

Attach sticks to the hand and the body  
of Jogormanik.

Now you have a puppet!





## GUEST ARTISTS



**Ketut Wirtawan** has trained extensively in *wayang kulit* and *gambuh*, one of Bali's most difficult and complicated dance-drama forms. He is not only a powerful dancer, but is an accomplished musician, vocalist, shadow puppeteer, painter, and director. He has taken over the spiritual and artistic responsibilities of his late father, the revered Ketut Kantor and his legendary grandfather Nyoman Kakul, carrying on the tradition of one of Bali's most

important artistic lines. Wirtawan is a

sought after *dalang* (puppeteer) for both traditional and modern *wayang kulit* performances, and one of Bali's most dedicated and serious artists, who is able to perform work that even many of Bali's most acclaimed artists cannot. He has toured to Austria, Germany, France, Switzerland, India, Japan, Taiwan and Singapore.

**Made Moja** is a prominent Balinese painter, skilled in the traditional ink and watercolor technique of his native village of Batuan. The compositions are often very detailed and complex, drawing from Hindu mythology, traditional village life, and nature. Moja's Bay Area exhibitions have included Stanford Art Spaces, the San Francisco Commonwealth Club, Somarts Gallery, and Pro Arts. His work has also been shown internationally and featured in numerous books on the art and culture of Bali. Since coming to the US, Moja has branched out artistically. In addition to experimenting with new themes in his painting, he has become a primary dancer with Gamelan Sekar Jaya, an acclaimed Balinese orchestra and dance group.



**Made Widana** holds a Bachelor of Arts in Balinese Traditional Music from the Indonesian Arts Institute in Denpasar, Bali. He is a professional musician, dancer, and composer. When in Bali, Widana teaches traditional *gamelan* music in villages throughout the island and at several

reputable music and dance studios. As a founding member and musician in the Bali-based world-renowned performing arts ensemble, Çudamani, Widana has participated in tours across the U.S., Japan, and in Europe. He has previously been in residence at the University of

Hawai'i between 2009 and 2013, during which time he taught the UH Balinese Gamelan Ensemble. He has also participated in numerous community outreach programs in the Hawaiian islands under the sponsorship of the East-West Center Arts Program, the Mayor's Office of Culture and the Arts, and the UH-Mānoa Outreach Statewide Cultural Extension Program.

## PRODUCERS



**Dr. Kirstin Pauka** is a professor of Asian theatre at UH Mānoa and production director for the Wayang Listrik project. Since 2001, she has produced and directed several Asian Theatre training-and-production shows working with guest artists and teachers from Indonesia and the Philippines. For the 2016 theatrical performance, she is collaborating with Balinese colleagues to oversee student training and logistics before directing the final production. Dr.

Pauka is also the director of the Center for Southeast Asian Studies (CSEAS) at UH Mānoa and is an active member in the Kenny Endo Taiko Ensemble. She has also been a member-at-large of the Hawai'i Gamelan Society for two years.

### Annie Reynolds

studied traditional performing arts at the Indonesian Arts Institute in Denpasar, Bali in 2004–2005, and has since taken regular trips to Bali to undertake intensive study of Balinese music and dance. While in Bali, her primary focus was studying *gender wayang* which is the music of the traditional shadow theatre. She was also an active musician performing accompaniment for various *dalang* (puppeteers), and took part in many local ceremonial performances, and in new collaborative projects with Balinese artists. In 2009, she assisted in reestablishing the UHM Balinese Gamelan Ensemble, and she is its assistant director. As an Asian Theatre PhD student with a focus on Balinese performing arts, she spent 2013-14 in Bali conducting dissertation research and fieldwork on Balinese *legong* dance.



The ASIAN THEATRE PROGRAM at UH Mānoa is internationally recognized as the leading center for Asian theatre study and research in the United States. It has attained this status by providing students and scholars with an unprecedented focus on Asian contexts, the development of theatrical skills, and on-going research opportunities for students situated domestically and abroad. Each year, celebrated Asian artists and teachers provide intensive training in a selected form of Asian performance that culminates in an authentically staged, English language production.

# SPONSORS & SUPPORTERS



TITLE VI NATIONAL RESOURCE  
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## SPECIAL THANKS TO:

UH Mānoa Chancellor's Fund for Asian Theatre

UH Mānoa Music Department

UH Mānoa Office for Diversity, Equity, Access,  
and Success

Norma Nichols School Outreach Fund

Our advisors Larry Reed, I Made Sidia  
and I Made Redha

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Bali Aga Lifestyle

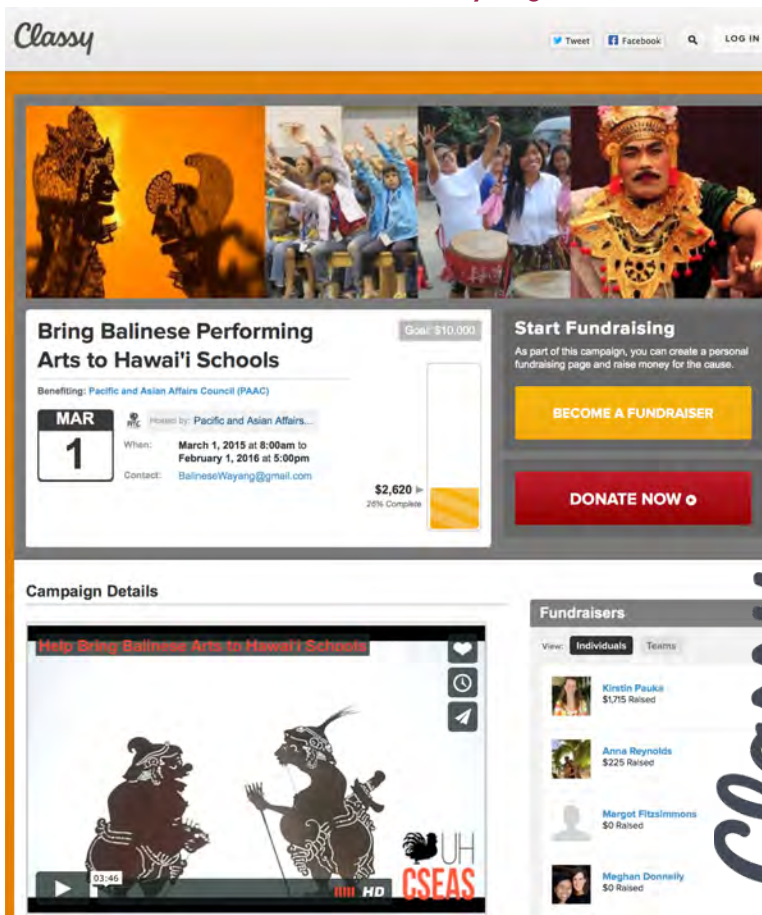


**HELP US REACH MORE CHILDREN AND YOUTH!** You can help raise funds to bring the outreach program to more schools – check out the crowd-funding page of our community partner PAAC (Pacific & Asian Affairs Council) on the website Classy.org.

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(For an updated list,  
please visit our webpage)



PR/Award # P015A180093

## Appendix 5 F. Student Placement 2014-2017

### Job Placement by Degree Type

Note: unknown values are calculated based on total graduates from sheet 'Degrees by Discipline and Type'

2014-15 Graduates: BA		
Placement	Frequency	
Elementary Education	1	
Graduate Study	4	
Private Sector	3	
Unknown	24	
Total		32

2014-15 Graduates: MA		
Placement	Frequency	
Federal Gov't	1	
Graduate Study	1	
Unknown	9	
Total		11

2014-15 Graduates: Doctoral		
Placement	Frequency	
Higher Education	6	
Unknown	2	
Total		8

2015-16 Graduates: BA		
Placement	Frequency	
Graduate Study	4	
Private Sector	5	
Unknown	4	
Total		13

2015-16 Graduates: MA		
Placement	Frequency	
Secondary Education	1	
Graduate Study	2	
Private Sector	1	
US Military	1	
Unknown	0	
Total		5

2015-16 Graduates: Doctoral		
Placement	Frequency	
Higher Education	5	
Int'l Organization	1	
Private Sector	1	
Unknown	0	
Total		7

2016-17 Graduates: BA		
Placement	Frequency	
Secondary Education	1	
Graduate Study	4	
Private Sector	9	
State/Local Gov't	1	
Unknown	5	
Total		20

2016-17 Graduates: MA		
Placement	Frequency	
Graduate Study	5	
Private Sector	2	
Private Sector Non-Profit	1	
State/Local Gov't	1	
Unknown	0	
Total		9

2016-17 Graduates: Doctoral		
Placement	Frequency	
Higher Education	5	
Int'l Org	1	
Private Sector	1	
Unemployed/Out of Market	1	
Unknown	0	
Total		8

Summary by Academic Year and Degree Type				
(Note: Chart is from sheet 'Degrees by Discipline and Type')				
Year	BA	MA	Doctoral	Total
2014-15	32	11	8	51
2015-16	13	5	7	25
2016-17	20	9	8	37
Total	65	25	23	113

## Appendix 5 G. Degrees Awarded 2014-2017

**Breakdown of Degrees Awarded per Academic Year by Degree Type and Discipline**

Year	Degree Type	Discipline	Major	Minor	Certificate	Total
2014-15	BA	Area Studies	2	0	0	2
		Foreign Language & Literature	9	6	15	30
		<b>Total</b>	<b>11</b>	<b>6</b>	<b>15</b>	<b>32</b>
	MA*	Area Studies	2	0	2	4
		Art/Art History	1	0	0	1
		Geography	3	0	0	3
		Music	1	0	0	1
		Political Science	1	0	0	1
		Public Admin	1	0	0	1
		<b>Total</b>	<b>9</b>	<b>0</b>	<b>2</b>	<b>11</b>
	Doctoral**	Anthropology	0	0	1	1
		Education	0	0	3	3
		Ecology/Natural Resources	0	0	1	1
		Geography	0	0	2	2
		Linguistics	0	0	1	1
		<b>Total</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>8</b>

**Summary by Academic Year and Degree Type**

Note: Values are below hot-linked to charts on left.

Year	BA	MA	Doctoral	Total
2014-15	32	11	8	51
2015-16	13	5	7	25
2016-17	20	9	8	37
<b>Total</b>	<b>65</b>	<b>25</b>	<b>23</b>	<b>113</b>

Year	Degree Type	Discipline	Major	Minor	Certificate	Total
2015-16	BA	Area Studies	1	1	0	2
		Foreign Language & Literature	4	4	3	11
		<b>Total</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>13</b>
	MA*	Area Studies	3	0	0	3
		Anthropology	0	0	1	1
		Religion	0	0	1	1
		<b>Total</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>5</b>
	Doctoral**	Anthropology	0	0	1	1
		History	0	0	1	1
		Linguistics	0	0	1	1
		Music	0	0	1	1
		Political Science	0	0	1	1
		Sociology	0	0	1	1
		Ecology/Natural Resources	0	0	1	1
		<b>Total</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>7</b>

Year	Degree Type	Discipline	Major	Minor	Certificate	Total
2016-17	BA	Area Studies	1	0	0	1
		Foreign Language & Literature	5	14	0	19
		<b>Total</b>	<b>6</b>	<b>14</b>	<b>0</b>	<b>20</b>
	MA*	Area Studies	3	0	0	3
		Art/Art History	0	0	2	2
		Architecture/Urban Planning	0	0	1	1
		Communications	0	0	1	1
		Dance	0	0	1	1
		Geography	0	0	1	1
		<b>Total</b>	<b>3</b>	<b>0</b>	<b>6</b>	<b>9</b>
	Doctoral**	Anthropology	0	0	1	1
		Architecture	0	0	1	1
		Biology	0	0	1	1
		Education	0	0	1	1
		History	0	0	2	2
		Music	0	0	1	1
		Psychology	0	0	1	1
		<b>Total</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>8</b>

\* Southeast Asia area-focused Master's theses and Graduate Certificates

\*\* Southeast Asia area-focused PhD dissertations

## Appendix 5 H. Library Collection Circulation

Southeast Asia Collection Circulation Count								
Patron Group	FY 2013-2014		FY 2014-2015		FY 2015-2016		FY 2016-2017	
	Circ#	%	Circ#	%	Circ#	%	Circ #	%
Affiliate	231	4.18%	81	1.69%	19	0.55%	27	0.66%
Community	198	3.58%	342	7.14%	242	6.95%	97	2.36%
Faculty	3,080	55.71%	2,578	53.84%	2,246	64.52%	2,822	68.56%
Graduate	1,103	19.95%	816	17.04%	603	17.32%	623	15.14%
Undergraduate	917	16.59%	971	20.28%	371	10.66%	547	13.29%
TOTAL	5,529	4%	4,788	4%	3,481	3%	4,116	4%

Note: Column percentages are for each patron group in that year, except for row 'Total' whose percentages are based on the calculation of = (total SEA Circulation / total of ALL circulation)

ALL Circulation Count								
Patron Group	FY 2013-2014		FY 2014-2015		FY 2015-2016		FY 2016-2017	
	Circ#	%	Circ#	%	Circ#	%	Circ #	%
Affiliate	2,592	1.81%	1,991	1.56%	1,060	0.89%	848	0.77%
Community	5,896	4.11%	5,907	4.62%	4,534	3.82%	4,014	3.64%
Faculty	82,233	57.27%	73,968	57.84%	74,105	62.49%	68,812	62.41%
Graduate	24,396	16.99%	18,010	14.08%	17,027	14.36%	17,929	16.26%
Undergraduate	28,479	19.83%	28,001	21.90%	21,857	18.43%	18,659	16.92%
TOTAL	143,596	-	127,877	-	118,583	-	110,262	-

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

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To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

## **APPENDIX 1. PROJECT BUDGET**



CENTER FOR SOUTHEAST ASIAN STUDIES  
University of Hawai'i  
U. S. Department of Education

2018-19 2019-20 2020-21 2021-22

NRC & FLAS August 15, 2018 - August 14, 2022

NRC

1. PERSONNEL

Proj Ref A. COURSE DEVELOPMENT & TEACHER TRAINING

**P. 9** 1. Online Course Development - Release Time 7,002 7,143 7,287 7,500  
3 cr. @ \$2334/cred (18)/\$2381 (19)/\$2429 (20)/\$2500 (21)  
Fringe Benefits @ Yr 1 (59.07%) 59.07% 4,136 4,434 4,669 4,805  
Yr 2 62.07%/Yr 3 64.07%/Yr 4 64.07% 62.07%  
64.07%

**Priority Addressed: Outreach**

**P. 5** 2. CSEAS-COE-Campbell HS Philippines Cultural Heritage Teaching Modules  
a. Module Designer 3,000 1,000 1,000  
Fringe Benefits @ Y1-Y4 (2.53%) 2.53% 76 25 25  
b. Web Designer/Maintenance 2,370 1,248 1,313 1,380  
Yr 1 100 hrs @ 23.70/hr Y2-Y4 50 hrs @ 24.95/26.25/27.60 (A61-A64)  
Fringe Benefits @ Y1-Y4 (.95%) 0.95% 23 12 12 13  
c. Facilitators 3,500 6,000 6,000 6,000  
Fringe Benefits @ Y1-Y4 (2.53%) 2.53% 89 152 152 152  
d. Assessment 2,500  
Fringe Benefits @ Y1-Y4 (2.53%) 2.53% 63

**Priority Addressed: Comp Pref 2**

**P. 4** 3. CSEAS-KCC Project "Infusing SEA into the Community College Curriculum"  
a. UHM SEA Module Designer 2500 2500 2500 2500  
Fringe Benefits @ Y1-Y4 (2.53%) 2.53% 64 64 64 64  
b. KCC Faculty Instructor 2500 2500 2500 2500  
Fringe Benefits 2.53% 64 64 64 64

**Priority Addressed: Comp Pref 1**

Salaries Total	20,872	20,391	20,600	22,380
Fringe Total	4,452	4,751	4,986	5,161

Proj Ref B. STUDENT EMPLOYEES

**P. 12** 1. Graduate Assistant - Web Coordinator  
GA-1R, @ .50 FTE 11 mos. 21,288 22,140 23,028 23,952  
Fringe Benefits @ 13.83% 13.83% 2,944 3,062 3,185 3,313  
**Priority Addressed: Outreach**

**P. 12** 2. Graduate Assistant - PR Coordinator  
GA-1R, @ .50 FTE 11 mos. 21,288 22,140 23,028 23,952  
Fringe Benefits @ 13.83% 13.83% 2,944 3,062 3,185 3,313  
**Priority Addressed: Outreach**

**P. 12** 3. Graduate Assistant - NRC Special Projects Coordinator  
GA - 1R @ .50 FTE 11 mos. 21,288 22,140 23,028 23,952  
Fringe Benefits @ 13.83% 13.83% 2,944 3,062 3,185 3,313

PR/Award # P015A180093



**Priority Addressed: Outreach**

<b>P. 10</b>	4. Explorations Graduate Journal				
	Student Asst, 4x125 hours @ A5 \$17.35/\$18.10/\$18.85/\$19.60	8,675	9,050	9,425	9,800
	Fringe Benefits @ .95%	83	86	90	93

**Priority Addressed: Outreach**

<b>Salaries Total</b>	<b>72,539</b>	<b>75,470</b>	<b>78,509</b>	<b>81,656</b>
<b>Fringe Total</b>	<b>8,915</b>	<b>9,272</b>	<b>9,645</b>	<b>10,032</b>

**Proj Ref C. LIBRARY**

<b>P. 12</b>	1. Student Assistant(s) (Library)				
	Library @ 360 hours @ A3 level				
	\$13.05/\$13.45/\$14.05/\$14.55	4,698	4,842	5,058	5,238
	Fringe Benefits @ .95%	45	46	48	50

**Priority Addressed: Strength of Library**

<b>Salaries Total</b>	<b>4,698</b>	<b>4,842</b>	<b>5,058</b>	<b>5,238</b>
<b>Fringe Total</b>	<b>45</b>	<b>46</b>	<b>48</b>	<b>50</b>

**Proj Ref D. SPECIAL PROJECTS**

<b>P. 13</b>	1. Support for Lao language course @ Southeast Asian Summer Studies Institute (SEASSI)	1,000	1,000	1,000	1,000
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**Priority Addressed: Support for SEA Languages**

<b>P. 12</b>	2. Digitization of SEA Maps UH Library				
	1. Student Assistant(s) (Library)				
	Library @ 424 hours @ A3 level				
	Y1 \$13.05/Yr 3 \$13.45	5,533		5,703	
	Fringe Benefits @ .95%	53		55	

**Priority Addressed: Strength of Library**

<b>Salaries Total</b>	<b>6,533</b>	<b>1,000</b>	<b>6,703</b>	<b>1,000</b>
<b>Fringe Total</b>	<b>53</b>	<b>0</b>	<b>55</b>	<b>0</b>

**Proj Ref F. COURSES**

<b>P. 11</b>	1. ASAN 481 SEA Film				
	3 cr. @ \$2201 per credit (19S)/\$2290 (21S)	6,603		6,870	
	Fringe Benefits	3,900		4,402	
		59.07%			
		64.07%			

**Priority Addressed: Interdisciplinary course undergrad focused**

<b>Salaries Total</b>	<b>6,603</b>	<b>0</b>	<b>6,870</b>	<b>0</b>
<b>Fringe Total</b>	<b>3,900</b>	<b>0</b>	<b>4,402</b>	<b>0</b>

<b>Personnel Total</b>	<b>111,245</b>	<b>101,703</b>	<b>117,740</b>	<b>110,274</b>
<b>Personnel Fringe Benefits Total</b>	<b>17,365</b>	<b>14,068</b>	<b>19,136</b>	<b>15,243</b>

## 2. TRAVEL

### Proj Ref A. CSEAS TRAVEL

<b>P. 13</b>	1. Director CSEAS, Outreach Coordinator to Association for Asian Studies Conference Airfare: 1 R/T @ \$1200/\$1250/\$1100/\$1350 Accommodations: 5 days x 1 @ \$275 M&IE: 5 days x 1 @ \$80; Ground Trans. 1 x \$150 <b>Priority Addressed: Institutional Support</b>	1,200 1,375 550	1,250 1,375 550	1,100 1,375 550	1,350 1,375 550
<b>P. 13</b>	2. NRC Directors' Meetings [Director/Associate Director] Airfare: 1 R/T @ \$1200/\$1250/\$1300/\$1350 [HNL-DC-HNL] Accommodations: 5 days x 1 @ \$253 M&IE: 5 days x 1 @ \$90; Ground Trans 1 @ \$150 <b>Priority Addressed: Institutional Support</b>	1,200 1,265 600	1,250 1,265 600	1,300 1,265 600	1,350 1,265 600
<b>P. 13</b>	3. Associate Director/Outreach Coordinator to Southeast Asia Airfare: 1 R/T Honolulu-Southeast Asia/Inner SEA Air Accommodations: \$160/day x 15/days M&IE: 15 days @ \$75; Ground Trans 500 <b>Priority Addressed: Institutional Support</b>		3,700 2,400 1,625		3,900 2,400 1,625
<b>P. 13</b>	4. Librarian Acquisition Travel to Southeast Asia Airfare: R/T Honolulu-Southeast Asia/Inner SEA Air Accommodations: \$160/day x 15/days M&IE: 15 days @ \$75/day; Ground Trans 500 <b>Priority Addressed: Strength of Library</b>	3,500 2,400 1,625		3,500 2,400 1,625	
<b>P. 13</b>	5. Faculty Travel to Professional Meetings (Domestic) <b>Priority Addressed: Institutional Support</b>	5,000	5,000	5,000	5,000

<b>CSEAS Travel Total</b>	<b>18,715</b>	<b>19,015</b>	<b>18,715</b>	<b>19,415</b>
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### Proj Ref B. MAJOR PROJECT TRAVEL

<b>P. 4</b>	1. CSEAS-KCC "Infusing SEA into the Community College Curriculum" Air: RT HNL-SEA-HNL Accommodations: 10 days x \$120/day M&IE: 10 days x \$85/day Ground Transportation Materials Acquisition In-country Expert Stipend <b>Priority Addressed: Comp Pref 1</b>	1,800 1,200 850 200 450 2,000	1,800 1,200 850 200 450 2,000	1,900 1,200 850 200 450 2,000	1,900 1,200 850 200 450 2,000
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<b>Major Project Travel</b>	<b>6,500</b>	<b>6,500</b>	<b>6,600</b>	<b>6,600</b>
<b>Travel Total</b>	<b>25,215</b>	<b>25,515</b>	<b>25,315</b>	<b>26,015</b>

### 3. OUTREACH

Proj Ref					
P. 5	1. Balinese Wayang Listrik Stage set and production costs <b>Priority Addressed: Absolute Priority 2, Outreach</b>		30,000		
P. 6	2. Balinese music and dance K-12 Outreach Local air tickets/ accommodations/ per diem/ground transport <b>Priority Addressed: Absolute Priority 2, Outreach</b>	10,000	10,000	10,000	10,000
P. 6	3. Balinese Wayang Listrik Outreach Gamelan & Dance Casual hire to continue gamelan and dance training <b>Priority Addressed: Absolute Priority 2, Outreach</b>	6,000		6,000	6,000
P. 9	4. Digitization of SEA Online Courses <b>Priority Addressed: Outreach</b>	30,000	30,000	30,000	30,000
P. 11	5. Vietnamese Film Web Resources Development Transfer of 35mm films to digital formatting for subtitling <b>Priority Addressed: Outreach, SEA language resource</b>	6,000		6,000	
P. 14	6. Southeast Asia Linguistics Society (SEALS) Conference May 2020 <b>Priority Addressed: Support for SEA languages</b>		6,000		
P. 10	7. Tagalog Animation Film Language Series Fringe benefits 2.53% <b>Priority Addressed: Comp Pref 2, SEA language resource</b>	5,000 127	5,000 127	5,000 127	5,000 127
P. 10	8. Tagalog Animation Film Lang Series Teacher Guides Fringe benefits 2.53% <b>Priority Addressed: Comp Pref Priority 2</b>	2,000 51	2,000 51	2,000 51	2,000 51
P. 8	9. CSEAS-COE-Campbell HS Phil Cultural Heritage Teach Modules Supplies <b>Priority Addressed: Comp Pref 2</b>	1,500	1,500	1,500	1,500
Outreach Total		60,678	84,678	60,678	54,678

#### 4. LIBRARY

## Proj Ref

**P. 11**

## 1. Library (SEA Collection)

## Acquisitions

## Books, Serials, Digital & Streaming Media:

20,000

20,000

20,000

20,000

**Priority Addressed: Strength of Library**

Library Total	20,000	20,000	20,000	20,000
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<b>NRC TOTAL DIRECT COSTS</b>	<b>234,503</b>	<b>245,965</b>	<b>242,869</b>	<b>226,210</b>
<b>INDIRECT COSTS</b> <b>(8% of TDC less Library Acquisitions)</b>	<b>17,160</b>	<b>18,077</b>	<b>17,830</b>	<b>16,497</b>
<b>NRC TOTAL COSTS</b>	<b>251,663</b>	<b>264,042</b>	<b>260,699</b>	<b>242,707</b>

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS		2018-19	2019-20	2020-21	2021-22
Proj Ref	FLAS 2018-2022				
P. 50	Priority Addressed: Support for SEA language training				
A. Academic Year					
6 FLAS Fellowship @ 33,000					
6 Stipends @ 15,000		90,000	90,000	90,000	90,000
6 Tuition @ 18,000		108,000	108,000	108,000	108,000
B. Undergraduate					
7 FLAS Fellowships @ 15,000					
7 Stipends @ 5,000		35,000	35,000	35,000	35,000
7 Tuition @ 10,000		70,000	70,000	70,000	70,000
Academic Year FLAS Total		303,000	303,000	303,000	303,000
C. Summer					
6 FLAS Fellowships @ 7,500					
6 Stipends @ 2,500		15,000	15,000	15,000	15,000
6 Tuition @ 5,000		30,000	30,000	30,000	30,000
Summer FLAS Total		45,000	45,000	45,000	45,000
FLAS TOTAL		348,000	348,000	348,000	348,000
NRC & FLAS TOTAL		599,663	612,042	608,699	590,707

#### NOTES (for reviewers):

##### 1. Graduate Assistants

In reference to funding support for three graduate assistant positions, please note that each 20 hr/week position is distinct in its assignments and overall function in the CSEAS work scheme. The **Web Coordinator** is responsible for all web design, site maintenance, and software/hardware use training and instruction. The **Outreach Coordinator** is responsible for CSEAS public relations work, including social media development, newsletter/streaming video content development, and managing scholarly talks and other outreach associated events. The **NRC/Special Projects Coordinator** is responsible for assisting the associate director with the development and preparation of NRC projects and data collection for IRIS and other reports related to CSEAS operations. Each of these positions provide critical assistance to the associate director who is the only full-time employee at CSEAS. We feel that the commitment to task and the skill sets that the graduate students bring to our program are excellent examples of efficient use of federal funding.